

DOCUMENT RESUME

ED 172 024

CE 022 019

AUTHOR Jones, Joan; And Others
 TITLE Work Experience and Academic Credit: Issues and Concerns. Information Series No. 166.
 INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.
 SPONS AGENCY Office of Education (DHEW), Washington, D.C.
 PUB DATE Jan 79
 NOTE 120p.
 EDRS PRICE MF01/PC05 Plus Postage.
 DESCRIPTORS *Academic Achievement; Advisory Committees; Community Programs; Cooperative Education; *Credits; Experiential Learning; Federal Legislation; On the Job Training; Secondary Education; Site Analysis; *Student Experience; Work Experience; *Work Experience Programs; *Youth Employment; Youth Opportunities; *Youth Programs
 IDENTIFIERS *Comprehensive Employment and Training Act; *Youth Employment Demonstration Projects Act

ABSTRACT

Designed to assist local education agency representatives and prime sponsors of the Comprehensive Employment and Training Act (CETA) programs in initiating and implementing awarding of academic credit for work experience, this report reviews the issues evolving from the Youth Employment and Demonstration Projects Act of 1977. Three major sections are contained in the report: (1) regulatory and policy aspects of academic credit for work experience, which discusses local laws, regulations, and policy affecting work experience programs and the awarding of credit; (2) the work experience section which relates learning in an out-of-school setting and efforts required to encourage the development of work experience competencies; and (3) the academic credit section which presents concerns regarding credentialing and assessment and possible future directions. These three sections provide an overview of the concerns surrounding work experience for youth and academic credit for such work experience. Recommendations are made to help local schools and CETA prime sponsors to provide youth with the success possible through credited work experience. The appendixes contain a series of models for awarding academic credit and a compilation of information from six selected states. (LRA)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED172024

WORK EXPERIENCE AND ACADEMIC CREDIT:
ISSUES AND CONCERNS

JOAN JONES
The National Center for Research
in Vocational Education

REBECCA WATTS
The National Center for Research
in Vocational Education

SYBIL DOWNING
Education Commission of the States

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio

January 1979

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY.

CE 022-019

THE NATIONAL CENTER MISSION STATEMENT

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- * Generating knowledge through research
- * Developing educational programs and products
- * Evaluating individual program needs and outcomes
- * Installing educational programs and products
- * Operating information systems and services
- * Conducting leadership development and training programs

The project presented or reported herein was performed pursuant to a Contract with the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

FOREWORD

The relationship between the Comprehensive Employment and Training Act programs and the role of vocational education is becoming more clearly defined. The state of the economy and the personal and occupational needs of youth are becoming more inter-related. Therefore, the need to define the issues surrounding our concepts of work experience, youth unemployment, skill training, and credit for competencies derived from work experience becomes paramount.

This report is designed to assist local education agency representatives and prime sponsors in initiating and implementing awarding of academic credit for work experience. The report does not prescribe methods for doing so but, rather, presents a range of issues and concerns as identified by experts involved with the mechanisms of credit awarded for work experience. The report presents these issues and concerns as a series of questions and comments. These are based on certain assumptions about the nature of work and learning, the need for program articulation, the need for proper recognition of learning accomplishments, responses to the needs of youth, and future policy directions.

Appreciation is extended to the U.S. Office of Education whose support has resulted in this report. We wish to specifically acknowledge the assistance received from members of the project advisory committee: Corinne Rieder, Irvin Lowery, Grant Venn, and Anne Court. We also extend appreciation to the participants in the project's two invitational working conferences. Their descriptions of current programs and their perceptions of the issues surrounding work experience and credit proved invaluable. We also gratefully acknowledge the contributions of Sybil Downing and Gene Hensley of the Education Commission of the States (ECS) for their analysis of many of the legal and regulatory aspects of awarding academic credit for work experience.

Project staff recognized for their efforts in coordinating the development of this report are Joan S. Jones, Frank C. Pratzner, Paul E. Schroeder, Jerry P. Walker, and Rebecca L. Watts.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

TABLE OF CONTENTS

	Page
FOREWORD	iii
EXECUTIVE SUMMARY	1
INTRODUCTION	5
Purpose	5
Assumptions	5
Issues	6
Format	8
QUESTIONS AND COMMENTS	9
Regulatory and Policy Aspects of Academic Credit for Work Experience	11
-What is YEDPA?	11
-Who gives academic credit?	14
-What are the key elements of a collaborative agreement between CETA and public school systems?	16
-Are agreements between CETA prime sponsors and LEAs/SEAs necessary?	17
-What are the legal and regulatory aspects of granting academic credit for work experience?	18
-What are some possible reactions and recommendations?	29
Work Experience.	33
-What is learning derived from work experience?	33
-What are possible elements of a work experience program?	38
Academic Credit	41
-How do prospective employers, parents, community organizations, and education agencies view academic credit?	41
-What is academic credit and why is it given?	42
-How might academic credit agreements affect the nature of the learning setting?	42
-What are the trade-offs and incentives for awarding academic credit for work experience?	45

-For what is academic credit given?	46
-What factors must be considered in matching student needs to work experience sites? . . .	50
-What are some general methods/procedures for awarding academic credit?	53
-How are things for which academic credit is given measured?	54
-How can community advisory committees affect the awarding of academic credit for work experience?	57
-What are some future possibilities which may evolve from present activities?	59
APPENDICES	61
Appendix A. CETA/LEA Agreement Outline	63
Appendix B. Programs Linking Work Experience with Academic Credit	65
Appendix C. Invitational Working Conferences' Participants	67
Appendix D. "Models" for Awarding Academic Credit	71
Appendix E. Youth Employment Training Program (YETP) Forms	83
Appendix F. A Compilation of Information from Six Selected States (California, Florida, Maryland, Michigan, Minnesota, New York)	87
BIBLIOGRAPHY	109

EXECUTIVE SUMMARY

With the Youth Employment Demonstration Projects Act of 1977, the U.S. Department of Health, Education, and Welfare and the U.S. Department of Labor entered into a joint agreement. The intent of the agreement was to encourage collaborative efforts between local education agencies and prime sponsors to award credit for competencies derived from work experience. The YEDPA legislation and the HEW/DOL agreement signaled the beginning of a coordinated commitment to the employment needs of youth and reflected, as well, the current debates surrounding such basic issues as appropriate delivery of adequate work experience, the nature of the collaborative effort to award credit for that experience, and the very value of work experience and the worthiness of credit.

The primary objective of this report has been to explore the issues surrounding academic credit for work experience against a backdrop of attitudes toward youth employment, labor market parity, and the transitions youth must face from school to work and from work to school. It is hoped that the exploration of these issues will provide a context for initiating and implementing mechanisms for crediting work experience for all youth. The exploration yielded significant conclusions and insights and pointed toward fortuitous developments as follows:

- . Few restrictions exist which relate directly to the awarding of academic credit, general work experience, or non-traditional educational activities.
- . Only four states do not allow credit for work experience as it relates to CETA.
- . Thirty-four states set minimum graduation requirements but allow some electives, and most LEAs determine what these electives may be.
- . Thirty-six states allow the LEAs credit-granting authority within some state level rule or guideline.
- . Generally, no specific reference is made to non-traditional education experience, and work experience is equated with vocational education.
- . Thirty-six states are involved in some manner with minimum basic skills competencies. But only about ten states indicate that the adoption of minimum basic skills competencies programs might be a means to address (1) the measurement of non-traditional educational activities

and (2) the needs of the potential or actual school dropout.

- . Accreditation associations (3 of the 6) have adopted provisions for granting credit for work experience for adult high schools and vocational/occupational secondary schools, but not for general secondary schools.
- . Most states express hope that the 1978 CETA amendments which mandate state departments to approve procedures for granting academic credit would be helpful.
- . There is repeated expression of need for standards, controls, and accountability amidst the "ever-changing Department of Labor regulations".
- . Some states view the educational plans which will be developed through minimum competency programs as future possibilities for the development of meaningful guidelines.

A second objective has been to encourage the reader to view the awarding of academic credit for work experience from the perspective of educational and social change. Clearly, the events of today will influence the nature of tomorrow's schools. While those schools may not in the future have many of the characteristics detailed in this report, they will and must be different. The issues beginning to surround the awarding of academic credit can become powerful catalysts for change. Certain recommendations, derived from a study of the issues, can, if implemented with concern for local practices and needs, effect that change. The recommendations may be stated as follows:

- . Determine alternative approaches to the assessment and certification of learning.
- . Encourage the implementation of a written survey of all the states and territories to verify and/or expand present information.
- . Encourage the planning for regional and national meetings which may serve as a forum to discuss the implications of existing regulations and policies and to plan future action.
- . Research the relationship of identified and derived work experience competencies to learners' subsequent occupational or other life roles.
- . Provide for the reinforcement of work experience skills by academic learning in a planned and systematic way.

- . Identify and assess learner traits which are congruent or incongruent with the demands of the work site learning setting.
- . Encourage the development of work site analysis procedures which may help "prove" that the work setting is able to provide skills that are relevant to the needs of the learner.
- . "Lobby" for the provision of academic credit for learning in non-school settings by (1) attracting and convincing key community leaders, (2) encouraging the formation of school-community advisory groups, and (3) using the media effectively.

Certainly, the public school is going to survive. But so will the demands on it to recognize learning wherever it occurs. The symbol of this recognition is academic credit. Like any symbol, if accepted widely as a genuine indication of accomplishment, it will have meaning and respect. The dedication, thought, and considered action that schools and communities can devote to policies and practices for awarding academic credit for work and other experiences are the single determinants of the meaning given to that symbol.

INTRODUCTION

Purpose

The purpose of this report is to clarify for state and local education officials and prime sponsors the intent of the Youth Employment and Demonstration Projects Act of 1977 (YEDPA), as amended by the Comprehensive Employment and Training Act Amendments of 1978, and the issues and opportunities which evolve from the legislation. This clarification is intended to aid prime sponsors and education officials in their collaborative efforts to implement work experience programs and procedures to award academic credit to participants in those programs.

The 1978 CETA amendments,¹ Title IV -- Youth Programs, Part A -- Youth Employment Demonstration Programs, Sub-part 3 -- Youth Employment and Training Programs, state that "appropriate efforts shall be made to encourage the granting by the educational agency or school involved of academic credit to eligible participants who are in school" (and that arrangements should be made "whereby academic credit may be awarded . . . for competencies derived from work experience through programs established under this part.") The legislation defines academic credit as "credit for education, training, or work experience applicable toward a secondary school diploma, a postsecondary degree, or an accredited certificate of completion, consistent with applicable State law, regulation, and policy and the requirements of an accredited educational agency or institution in a state." The legislation also states that the purpose of the Comprehensive Employment and Training Act itself is "to provide job training and employment opportunities for economically disadvantaged, unemployed, or underemployed persons which will result in an increase in their earned income and to assure that training and other services lead to maximum employment opportunities."

Assumptions

From the legislation, the literature of work experience, competency-based learning, credentialing, and the expressed needs of prime sponsors and education officials, the following assumptions concerning work experience and academic credit have been derived. This report is based on these assumptions:

- . Work experience is a valid way to learn.

1. U.S. Congress, 95th Cong., 2d Sess., The Comprehensive Employment and Training Act. Amendments of 1978.

- . Work experience can be appropriate for anyone.
- . Work experience is worthy of "credit."
- . Work experience is the "laboratory" where theory is put into practice, and where competencies are "tested."
- . Competencies can be derived from work experience and can be identified as performance criteria prior to the work experience.
- . A curricular commitment to work experience is necessary.
- . The transition of youth from school to work must be made smoother.
- . Work experience can teach work attitudes and skills (both basic skills and job specific skills).
- . Work experience can promote positive moral development.
- . The concept of work experience should be "marketed" and promoted.
- . Work experience programs can stimulate the cooperative efforts between prime sponsors, schools, and business/industry so necessary in creating a constituency which can help ease the transition of youth from school to work and work to school.
- . Work experience can result in better development of self-concept, interpersonal relations, personal and career goals, and successful performance on the job.
- . There can and should be effective and integrated articulation "in the context of three important transition points in a person's development: the school-to-school, school-to-work, and work-to-school transitions. It is at these points that the need for effective articulation is especially important."²

Issues

These assumptions in turn suggest three issues which are the focus of this report. The issues and their specific areas of concern are:

-
2. Frank C. Pratzner, "Job Analysis: Key to Program Articulation," Educational Technology (1979).

A. THE LEGAL AND REGULATORY ISSUE

- . how national youth programs legislation relates to state and local education laws and regulations
- . how youth programs affect education
- . how the roles of state education agencies (SEA's) and local education agencies (LEA's) are defined
- . what considerations are involved in developing collaborative agreements between LEA's and prime sponsors
- . what future policy is being made and what future directions may be taken

B. THE WORK EXPERIENCE ISSUE

- . how to structure the work experience to achieve its objectives
- . how to develop a constituency which supports work experience for all students
- . how effective articulation between schools and work places can contribute to well designed work experience and more effective learning

C. THE ACADEMIC CREDIT ISSUE

- . how to define the reasons for awarding credit for work experience
- . how to establish procedures for awarding credit
- . how to choose what to award credit for
- . how to know what and when a work site can offer learning opportunities (site analysis)
- . how to deal with assessment considerations
- . possible reforms and future activities

Format

Three major discussion sections are contained in the main body of this report:

- . Regulatory and Policy Aspects of Academic Credit for Work Experience -- nationwide local laws, regulations and policy affecting work experience programs and the award of credit
- . Work Experience -- learning in an out-of-school setting and efforts required to encourage the development of work experience competencies
- . Academic Credit -- present concerns regarding credentialing and assessment and possible future directions

The discussion sections were developed as a result of (1) contact with people conducting youth programs throughout the country, (2) review of documentation describing existing work experience programs, and (3) research on the policy and regulations concerning academic credit and work experience.

The discussion sections present a comprehensive view of the concerns surrounding work experience for youth, academic credit for such work experience, and suggested means for local schools and CETA prime sponsors to provide youth with the success possible through credited work experience.

QUESTIONS AND COMMENTS

QUESTIONS AND COMMENTS

Regulatory and Policy Aspects of Academic Credit for Work Experience

WHAT IS YEDPA?

The Youth Employment and Demonstration Projects Act of 1977 (YEDPA), as amended by the Comprehensive Employment and Training Act Amendments of 1978,¹ is aimed at the employment and training of in-school and out-of-school "youth" ages 16-23 (in special cases in-school youth ages 14 and 15).

Emphasizing service to economically disadvantaged youth, YEDPA created four distinct efforts:

- Youth Adult Conservation Corps (YACC)
- Youth Incentive Entitlement Pilot Projects (YIEPP)
- Youth Community Conservation and Improvement Projects (YCCIP)
- Youth Employment and Training Programs (YETP)

These programmatic efforts provide up to 12 months of part- and full-time paid employment. Training for eligible participants is centered on various job skills as well as job-seeking and career decision-making skills. Supplemental services to youth include counseling and making job market information accessible.

The programs are extensions of and additions to the manpower training and development efforts of the Comprehensive Employment and Training Act of 1973 (CETA). Therefore, the new youth programs are coordinated by prime sponsors which are city, county, and/or state-wide government agencies or consortiums. The youth programs are relatively unique in their requirement of coordination among federal, state, and local manpower agencies, both public and private. Because of the emphasis on school-age youth, cooperation and collaboration between educational institutions and agencies and manpower/labor agencies is a requisite for successful services to those youth.

The legislation is clearly an indication of the need for groups concerned with employment and those concerned with education to share a joint responsibility for the education and training of youth. But, before this collaborative effort can be effective

1. U.S. Congress, 95th Cong. 2nd Sess. The Comprehensive Employment and Training Act Amendments of 1978.

several concerns about the relationship between education and the youth programs and expressed needs of key audiences need to be discussed.

There is a need for the identification of existing state and local regulatory structures which affect the awarding of academic credit for skills and competencies gained in non-traditional education settings. And there is the necessity (1) to deal as realistically as possible with the ever-changing needs of today's young people, and (2) to address some of the challenges presented to education by the Youth Employment and Demonstration Projects Act (YEDPA) of 1977 and, more specifically, by the new emphasis appearing in the Comprehensive Employment and Training Act (CETA) Amendments of 1978.

Recently such factors as the earlier maturation and growing independence of youth, as well as increasing family mobility, have triggered serious efforts to provide alternative approaches toward meeting the ultimate requirements of the high school diploma. Since most such approaches take place outside the school building, often not under the direct supervision of certified personnel, the problem now centers on meaningful methods which can be devised to measure and verify skills gained in these non-traditional settings.

The provisions of the 1977 YEDPA offered the opportunity to gain academic credit for occupational skills gained from work experience. However, the 1978 CETA Amendments reflect an important broadening of objectives. Through the new provisions, credit now can be gained for basic educational skills, as well as for occupational skills, gained in job training (Title IIA, Sec. 201). Furthermore, for the first time, state departments of education must be directly involved. The amendments now mandate that state departments must approve all procedures for awarding academic credit drawn up by prime sponsors of CETA projects and local education agencies (Title I, Sec. 103a(16)).

These procedures are a key feature of the new programs - i.e., the requirement that education and labor/manpower forces create arrangements and agreements for the program participants to receive credit (academic credit) for the competencies they derive from their work experiences. The legislation strongly recommends that "academic or educational" credit be awarded for competencies derived from work experience outside the schools' jurisdiction. Thus, depending on which institution (labor or education) one comes from, the recommendations for awarding academic credit may be viewed as either of primary or secondary concern.

There emerges, then, a major debate surrounding the efficacy of "experiential programs" such as those created by the legislation.

If the work experience can result in the acquisition of measurable competencies, then does it matter where or how that information is developed? Does it matter if the experiences are coordinated by trained "educators" and "sponsored" by schools? The new youth programs advocate school crediting of competencies gained and thus suggest that the process need not be totally sponsored by schools. The weakness of this perspective lies in the lack of assurance that desirable competencies can be learned in an unstructured on-the-job situation. If many students in the formal educational system have difficulty learning through a structured and highly organized classroom setting then how can they learn in an unstructured situation? (This problem becomes more visible when one studies the state legislation requiring minimal competency testing prior to the receipt of a high school diploma.) Clearly, there is a need for a relationship to exist between schools (a structured, trained trainers situation) and the youth programs (unstructured, no trainers settings). If the practice of awarding academic credit is to retain its value, the meaning of that credit and its relationship to the learning process and content through which it was earned must be based on earning credit for actual competencies and knowledges derived and demonstrated. The potential long-range effects of "watered down credits" could pose dramatic threats to the merits of "traditional institutional credits."

Although the legislation does not seek to modify the valid educational procedures used for the awarding of academic credit, there are still many who feel quite strongly that indeed it could. These persons feel that an academic diploma should indicate successful academic, not work, achievement. Moreover, there is a real lack of congruence among most high school curricula throughout the country which could very well make it possible for the legislation to legitimately challenge the traditional rationales for required courses in addition to the Carnegie Unit and its relationship to number of hours. And it is also possible that, because the projects are aimed at a target population such as disadvantaged youth, the gap between traditionally academic oriented learning and experientially oriented learning could increase. However, there is a relatively large number of states seeking to lessen this gap by placing minimum work experience requirements on all graduating students. In addition, if definitions for desired competencies and performance levels for both the work experience and classroom learning processes could be determined and were similar and parallel, the danger of second-class stigmatism for work experience would be almost non-existent.

Another consideration concerns the definition of a credential, degree, diploma, or certificate. All are indicators of both competency and time completion of an educational program or level. In addition, they are increasingly being granted as occupational licenses. But there still is a high degree of confusion in regard

to employer assumptions. Even though they may indicate potential success, the value of these "credentials" as legitimate predictors of success is somewhat limited. In reality, credentials are often used as the basis for value judgment rather than valid objective assessments.

It is important to recognize that the legislation alone cannot guarantee the integrity of competencies learned and credit awarded. That integrity can be gained through schools and youth projects which cooperatively develop programs. Through cooperatively coordinated programs designed to make the subsidized work a learning experience first, and earning experience second, the youth programs will be able to provide youth with essential skills, knowledges, and attitudes.

The intentions and goals of the Act as amended seem clear. General citizen demand for alternate approaches to education seem equally clear. The question arises whether educational institutions or states have the power and capability to provide recognition of the skills and competencies that would be so developed.

WHO GIVES ACADEMIC CREDIT?

The authority and sanctions for awarding credit for knowledges and competencies learned and demonstrated in academic settings (the classroom) or in on-the-job settings (work experience, experiential education, cooperative programs) come from several sources:

- . State legislation, guidelines, standards
- . State Boards of Education
- . Local Boards of Education
- . Curriculum committees (local, state, and national)
- . Accrediting associations

Predominantly in American schools, the local school board is the only agency authorized by legislative action to develop local policy governing the award of academic credit. Learning which takes place under the sponsorship of that local district, whether it is mandated by state or locally developed curricula, whether it is "in the schools" or elsewhere, can be legitimately recognized by the districts through the award of credits.

Who supports a specific program and promotes its "credibility" to the point of pursuing the granting of credit for either time spent in that program or for competencies derived from it is not usually specified in any legislation or guideline. Any of the following, however, could initiate the consideration of awarding academic credit for any of the reasons specified:

youth coordinator -- This person may be interested in legitimizing the students' work experience or academic learning to help in placing students who have been recruited.

local principal -- This person may initiate the process because s/he feels that credit for work experience is indeed a learning incentive and will keep youth in school.

federal agency -- Such an agency may encourage credit for work experience for the purpose of supporting exemplary programs and/or to share the burden of extra support for such programs from the LEA.

prime sponsor -- This local agency may want to insure success of its programs and believes that credit will serve as an incentive for program participants. Additionally, gaining recognition from an "accepted" agency for training (the schools) may help garner support for the efforts from local business and industry.

superintendent or school board -- Action by these two top levels in the management of education is essential to making the efforts legitimate within the context of the community and official within the laws governing local school district activities.

state board of education or chief state school officer -- Development of a state-wide standard, perhaps related to competencies, may be necessary to insure uniform educational opportunities for all youth as well as uniform means of recognizing learning accomplishments.

Whatever the reason, and whoever initiates the effort to gain credit for work experience learning, the emphasis is on making the experience, and learning that takes place, worthy of recognition by not only educators but the public at large. Academic credit, even though it may be challenged by many, is still perceived as recognition of worthy accomplishments including the learning of occupational and social skills.

There appears to be a great deal of local autonomy in the granting of credit. Building principals may have discretionary power over the awarding of credit. School districts can create courses of study and determine how many credits each is worth.

However, for all the local autonomy that supposedly exists, awarding credit is strongly controlled by state-legislated minimum courses of study. State legislatures have defined the minimum subject requirements which must be taught in schools, especially the secondary schools (e.g., English, social studies, mathematics, physical education).

Minimum units of credit and credit or unit definitions are usually provided by state education department rules, regulations, standards, or guidelines. Defined in terms of hours of time spent in the classroom or other areas (e.g., laboratory, out-of-school sites), units and special credits are associated with each subject area. Further, certification of completion of a graded course of study, that is, completion of a specified number of units, is further defined as a specific number of hours.

Local school districts are encouraged to create alternative courses of study in the mandated study areas. Additionally, they are usually encouraged to develop innovative approaches to providing various educational opportunities. New "courses" outside the mandated ones may require state level approval before the implementation and awarding of credit.

The control of granting academic credit is a collaborative arrangement. Starting with state legislative action, which outlines a pattern of specific subjects to be taught and learned, state department of education (executive branch) regulations establish greater detail. Specific decisions about actually granting credit to individuals are in the hands of local school boards. This control over credit is usually delegated to local school boards and superintendents, and through board policy, to building principals.

WHAT ARE THE KEY ELEMENTS OF A COLLABORATIVE AGREEMENT BETWEEN CETA AND PUBLIC SCHOOL SYSTEMS?
--

There are several key parts in any agreement between CETA agencies and public school systems to mutually provide services to youth and adults. Beyond the typical names of agencies involved, dates of signing, names of officials, addresses, phone numbers, contract numbers, and other "informational" items required by state and local laws, regulations, policy, etc., there are four major areas in such agreements.

First, an assessment of existing resources and programs must be described. Existing community organizations providing various services, programs, and potential employment situations should be enumerated. The youth population within the geographic area to be serviced should be demographically studied. Youth having the greatest need for existing and potential services should be described.

Second, a program description must be detailed. Purpose, goals, and objectives for the program(s) are the central issue

of any agreement. Defining which organization does what, with whom, where, when, and how is the plan which dictates the life of the agreement and the successes to be achieved by the people involved and served. Linking the CETA and local education agency (LEA) services and coordinating them is a major function of the program description. How youth will be recruited for the program and how their training and career aspirations and requirements are assessed must be accurately detailed. Defining who will provide labor market and career information, counseling, education and placement services, and who will coordinate and establish work experience slots is vital to an understandable and workable program.

Third, the agreement must define what is expected as program outcomes and how these outcomes are consistent with goals. Furthermore, both people served and program-as-a-whole outcomes must be measurable in some evaluation scheme. That scheme, designed to provide valid and reliable indicators of program achievement, is an integral part of the program as described and administered.

Fourth, and finally, the agreement should describe the administration of the overall activities. The fiscal agent, if money will be exchanged, must be determined and its fiscal policies agreed to. Naturally, a budget would be developed. Provisions for program evaluation and modification procedures should be detailed. Key to administration is a careful delineation of numbers and duties of personnel required to operate the program, whether they are extant CETA and LEA staff, additional staff, or other service agent people.

In summary, an agreement must be sufficiently detailed to provide an easily understandable yet workable plan for the CETA prime sponsor and the LEA to provide the required services. It should be a document which creates cooperative and collaborative efforts for success. It should create a climate of accountability for both agencies, accountability to both the clients served and the community providing the financial and moral support.

Appendix A is an outline version of an agreement. It gives an idea of what goes into an agreement. By no means does its size in page length indicate the length or depth of detail which is required for an actual workable and comprehensible document. But, it is a guide to follow.

ARE AGREEMENTS BETWEEN CETA PRIME SPONSORS AND LEA's/SEA's NECESSARY?
--

Yes, they're essential to providing a complete service to the learner. Credit from a recognized educational institution or

agency for skills learned may be a motivator for youth to participate in YEDPA programs. That credit will be of no value to youth unless it comes from an accredited or generally recognized educational organization (local school district; private, state-approved school; college or university). CETA/YEDPA programs by themselves are not such organizations. Therefore, it is important to youth and program success that arrangements and agreements be made between the CETA prime sponsor and local school districts or other relevant educational institutions.

The goal of both educational institutions and CETA prime sponsors is to serve the learner. They are both geared to provide a service to enable the learner to experience activities which help the learner better contribute to and adjust to society. Agreeing to strive to achieve success for students will lead to cooperation and collaboration. A key element of the YEDPA legislation is to enhance the effective use of financial, physical, and human resources available through public schools and CETA prime sponsors. Clearly, cooperation between CETA prime sponsors and public schools to provide training for learning and earning, to provide work experience situations and jobs for young people, will contribute to these youth's gaining unsubsidized employment and more clearly defined career goals and paths.

WHAT ARE THE LEGAL AND REGULATORY ASPECTS OF GRANTING ACADEMIC CREDIT FOR WORK EXPERIENCE?

Information gathered from the states indicates that for the most part few restrictions -- whether statutory, constitutional, state board policy, state department regulations, or local agency policy -- exist which relate directly to the awarding of academic credit, general work experience, or non-traditional educational activities. Only four states (Alabama, Kentucky, Louisiana, and Oklahoma) specifically do not allow credit for work experience as it relates to CETA.

Thus, restrictions appear to be of a more general nature. That is, they speak to awarding all academic credit. For instance, 34 states set minimum graduation requirements but allow some electives. Most LEAs determine what these electives may be. Thirty-six states allow the LEAs credit granting authority within some state level rule or guideline. Generally, no specific reference is made to non-traditional education experience and work experience is equated with vocational education.

Thirty-six of the states indicate involvement in some manner with minimum basic skills competencies. But only a handful of

states beyond California, Florida, Maryland, Michigan, Minnesota, and New York indicate the adoption of minimum basic skill competencies programs might be a means to address the problem of (1) measuring non-traditional educational activities, and (2) meeting the needs of the potential or actual school dropout.

Several states rely heavily on policies and standards of regional accrediting associations. Three of the six associations (Northwest, North Central and the Southern Association) have adopted discreet provisions for granting credit within secondary schools. Examination, independent study, study abroad, military experience, extension and correspondence, and summer school study all qualify for credit. No mention is made of work experience. However, policies for adult high schools and vocational/occupational secondary education do make such provisions.

In all but four states (California, Florida, Minnesota, and New York) rules regarding academic credit at the post-secondary level are generally left to the individual institution. Cooperative education appears on the campuses of many post-secondary vocational technical institutions and community colleges. Occasionally credit is given for prior work experience. But most states are approaching this area with caution. Comments range from "giving credit for work experience is nothing more than a come-on pitch used by institutions with sagging enrollments" to "colleges must give credit for work experience if they are to meet the needs of the more-adult students."

Less than 20% of the states indicate plans for possible future legislation, policy or rules in the area of awarding credit for work experience or non-traditional education. Most seem to feel present restrictions or guidelines which apply to vocational education meet their needs.

Involvement with CETA programs varies from little to intense. Cooperation between the Department of Labor and education agencies is improving, but only slowly. Most states express hope that the 1978 CETA amendments which mandate state departments to approve procedures for granting academic credit would be helpful. But few states actually are developing such procedures, or they are planning to employ those used for cooperative educational programs. The need for standards, controls and accountability repeatedly is mentioned. "The mass of ever-changing Department of Labor regulations makes effective program planning impossible" is a typical comment.

Most educators contacted express a genuine concern for the economically disadvantaged, unemployed or underemployed persons which CETA seeks to help. However, there is some despair over whether, realistically, it was possible to develop and maintain

standards in areas outside the direct purview of the school. "Would not the credibility of credit be diluted, or even the high school diploma itself be downgraded?" And "was it right both to pay students for learning and grant them credit, too?"

It can be concluded from the information gained that few states have developed any statutes, policies or rules which restrict the awarding of academic credit for work experience beyond that which is offered through conventional vocational education programs. Even fewer states speak directly to other non-traditional educational programs. In some cases educational plans which will be developed through minimum competency programs are viewed as future possibilities for the development of meaningful guidelines. It appears that, for the most part, educators and the general public both are interested in and concerned about the subject. However, at the present time, only traditional solutions are employed.

The following table synthesizes information collected from the states regarding --

- . existing constitutional requirements or statutes
- . state board policy
- . State Department of Education (SDE) regulation
- . Local Education Agency (LEA) policy
- . postsecondary rules
- . accreditation rules
- . rules relating to future policy

Table 1. Information from the States

State	Constitution or Statute	State Board Policy	SDE Regulation	LEA Policy	Post-secondary Rule	Accreditation Rule	Future Policy Rule
Alabama		sets min. grad. requirements and approves all courses**		awards credit under state board regulations	institution sets rules	prohibits experiential programs	
Alaska			establishes min. grad. req. All courses must be supervised by certified person	awards credit under SDE rules	institution sets rules		
Arizona	statute sets minimum graduation requirements		sets guidelines for awarding credit*	awards credit along SDE guidelines			
Arkansas				awards credit and establishes course content	institution sets rules	provides standards for awarding credit	
California	statute sets minimum graduation requirements	sets standards regarding work experience	SDE sets guideline for acad. credit for work exp. & all others	awards credit within legal & SDE restrictions	Statute and Bd. of Gov. set guidelines for community colleges	allows self eval. & outside team eval. both secondary & post-secondary	By 1980 all secondary dist. will adopt proficiency standards. The community colleges will implement independent studies
Colorado			establishes accreditation standards for voluntary compliances	awards credit	institution sets rules		possible minimum competency testing legislation; new accreditation approach
Connecticut				awards credit; establishes course content*	institution sets rules		working toward extension of minimum competency legislation
Delaware		establish min. grad. requirements	develops guidelines for awarding credit in CETA program	awards credit	institution sets rules		new approaches regarding promotion to be implemented July 1979
Florida	statute est. home rule under which LEA shall operate under state guidelines	sets core req., Const. gives St. Bd. authority sets min. grad. req.	develops guidelines for course work & credit; implementation of requirements	based upon home rule awards credit within state guidelines	Admin. rule sets credit through standardized tests; institution sets rules		
Georgia		sets minimum graduation requirements		awards credit; establishes criteria for credit & eval. of work exp. programs	institution sets rules		proposal to increase minimum graduation requirements, proposal to expand opportunities for work experience
Hawaii			authorizes course to be granted.* Establishes minimum graduation requirements				
Idaho		sets minimum graduation requirements.		awards credit	institution sets rules		

Table 1. (Continued)

State	Constitution or Statute	State Board Policy	SDE Regulation	LEA Policy	Post-secondary Rule	Accreditation Rule	Future Policy Rule
Illinois			sets minimum graduation requirements & rules for alternative exper. programs	awards credit with state rules			
Indiana	statute requires certified person to supervise educational programs	sets minimum grad. req. & approved course list		awards credit to State Bd. approved courses	institution sets rules		
Iowa		authority to approve courses through accreditation standards		awards credit	institution sets rules		
Kansas		sets minimum graduation requirements		awards credit	institution sets rules		minimum competency pilot program being implemented
Kentucky		sets educ. standards; establishes program of studies*; certified person must supervise educ. programs		awards credit for state approved courses	institution sets rules		
Louisiana		sets minimum graduation requirements**		awards credit under state rules	institution sets rules		
Maine			Commissioner to approve all programs	awards credit sets minimum graduation requirements*	institution sets rules	imposes certain standards	
Maryland		sets minimum graduation requirements	establishes guidelines for minimum grad. requirements	awards credit within State Bd. guidelines	institution sets rules		minimum competencies by law established by State Board implementation is underway
Massachusetts				awards credit sets minimum graduation requirements	institution sets rules		Youth Action Plan will be basis for future standards in work experience
Michigan	statute est. restrictions to qualify for State aid		promulgates rules and req. on high school grad.	awards credit within State law & rule	institution sets rules		developing tenth grade assessments and life role competencies
Minnesota	statute est. areas & amounts of fiscal support of education	State Board establishes educational criteria; areas identified by statute		awards credit within State Board criteria	State Board of Vocational Education sets rules		possible legislation regarding State aid as it relates to out-of-school experience, State Board rules & req. in regard to academic credit in response to CETA

Table 1. (Continued)

State	Construction or Statute	State Board Policy	SDE Regulation	LEA Policy	Post-secondary Rule	Accreditation Rule	Future Policy Rule
Mississippi		sets minimum graduation requirements	Commission on Accrediting sets rules for awarding credit, must approve programs*	awards credit under State rules	institution sets rules		Accrediting Comm. studying possibility of guidelines & rules for awarding credit to courses supervised by non-certified person
Missouri		sets req. for accreditation of schools, incl. academic credit	Commissioner issued rules regarding credit for YEDPA program	awards credit under State rules	institution sets rules		
Montana		sets minimum graduation requirements; sets criteria for credit		awards credit within State criteria			
Nebraska			provides guidelines for establishing credit*; sets total	awards credit within state guidelines	institution sets rules		
Nevada							
New Hampshire			sets minimum graduation requirements	awards credit*	institution sets rules		
New Jersey			Coop. educ. guidelines used for CETA experimental programs must be approved	awards credit*	institution sets rules		possible legislation in re. min. graduation requirements
New Mexico		sets minimum graduation requirements	all courses must be supervised by certified person & have class instruction	awards credit under State rules*	institution sets rules		
New York	statute sets attendance, subjects & certain special subjects	sets subj. of instruction & min. grad. requirements acts on registr. of sec. schools approves programs at post-sec. level.	sets curriculum req. & other educational rules	awards credit within State rules & guidelines	institution sets program approved by State Board	state regis. of sec. schools & program approval of post-sec.	Continual policy review in area of work & other experimental programs
North Carolina		sets minimum graduation requirements		awards credit under State policy	institution sets rules		SDE studying possibility of granting credit for community activities
North Dakota			School Superintendent sets minimum grad. req., requires program be supervised by certified teacher	awards credit under State rules*	institution sets rules		
Ohio		sets minimum graduation requirements; establishes framework for credit,* incl. work experience		awards credit under State framework	institution sets rules		

Table 1. (Continued)

State	Constitution or Statute	State Board Policy	SDE Regulation	LEA Policy	Post-secondary Rule	Accreditation Rule	Future Policy Rule
Oklahoma				awards credit within State rules**			
Oregon		sets minimum graduation requirements; policy on credit for work experience		awards credit under State requirements	institution sets rules		
Pennsylvania			sets minimum graduation req. guidelines for LEAs; Commission for Basic Studies sets guidelines for work-study*	awards credit under State guidelines	institution sets rules		
Puerto Rico			Sec. of Educ. authority to grant credit and establish guidelines	awards credit under SDE rule	institution sets rules		Secretary is developing plan to require work exp. for high school graduate
Rhode Island		sets minimum graduation requirements	Academic Credit Task Force developed standards for CETA	awards credit	institution sets rules		
South Carolina	statute sets minimum graduation requirements	may set req. beyond stat. minimum; establishes list of approved courses	must approve out-of-school programs; all courses supervised by certified personnel	awards credit within State rules*	institution sets rules		
South Dakota		sets minimum graduation requirements	CETA programs must follow SDE guidelines	awards credit within State rules*	institution sets rules		State Board considering policy regarding credit for work experience
Tennessee		establishes minimum rules & regulations	reviews and approves new programs on yearly basis; sets guidelines for credit*	awards credit within State rules*	institution sets rules		
Texas	statute sets minimum grad. requirements, some specific courses		sets accreditation standards through which all courses must be approved	awards credit within State rules	institution sets rules		
Utah		sets policy for awarding credit and min. graduation requirements	Under competency based program, possible to include credit for work exp. under SDE rules	awards credit within State policy	institution sets rules		
Vermont		sets minimum graduation requirements	Commissioner issued policy statement allowing credit for work exp. within certain guidelines*	awards credit within State policy	institution sets rules		

Table 1. (Continued)

State	Constitution or Statute	State Board Policy	SDE Regulation	LEA Policy	Post-secondary Rule	Accreditation Rule	Future Policy Rule
Virginia		sets minimum graduation requirements* Approves all programs		awards credit within State policy	institution sets rules		
Virgin Islands							
Washington	Statutory requirement calls for certified person to supervise programs to qualify for state aid; academic credit for work experience within restrictions permitted by statute	sets minimum graduation requirements		awards credit within law	institution sets rules		
West Virginia		sets minimum graduation requirements		awards credit	institution sets rules		
Wisconsin	statute establishes rules under which credit for work exp. may be given*		may establish rules for administration of education	awards credit within law and SDE guidelines	institution sets rules		
Wyoming				awards credit			

*Vocational educational guidelines generally used

**No credit given for work experience outside vocational educational programs

Summarization of Table

CONSTITUTIONAL OR STATUTORY REQUIREMENTS - 12 states total

1. Minimum graduation requirements: 5
Arizona, California, New York, South Carolina, Texas
2. Certified personnel must supervise educational program: 3
California, Indiana, Washington
3. Restrictions for awarding academic credit for work experience: 4
California, Florida, Washington, Wisconsin
4. Restrictions to receive state aid: 4
California, Michigan, Minnesota, Washington
5. Specify some subjects required: 1
New York

STATE BOARD POLICY REQUIREMENTS - 27 states total

1. Minimum graduation requirements: 24
Alabama, California, Delaware, Florida, Georgia, Idaho, Indiana, Kansas, Louisiana, Maryland, Mississippi, Montana, New Mexico, New York, North Carolina, Ohio, Oregon, South Dakota, Tennessee, Utah, Vermont, Virginia, Washington, West Virginia
2. Approves courses of study: 6
Alabama², Indiana, Iowa, Kentucky³, South Carolina, Virginia
3. Establishes criteria for credit: 9
California, Florida, Missouri, Minnesota, Montana, Ohio, Oregon, Tennessee, Utah
4. Certified personnel must supervise educational programs: 2
California, Kentucky

STATE DEPARTMENT OF EDUCATION REGULATION REQUIREMENTS - 24 states total

1. Sets minimum graduation requirements: 9 states, 1 territory
Alaska, California, Hawaii, Illinois, Michigan, Nebraska, New Hampshire, North Dakota, Pennsylvania, Puerto Rico

2. Courses to be supervised by certified personnel: 6
Alaska, California, New Mexico, North Dakota,
Oklahoma, South Carolina
3. Sets guidelines or rules for awarding academic credit,
and as they may relate to work experience: 19 states,
1 territory
Arizona, California, Delaware, Hawaii, Mississippi,
Illinois, Maryland, Missouri, Nebraska, New Jersey,
New York, Oklahoma, Pennsylvania, Puerto Rico, Rhode
Island, South Dakota, Tennessee, Utah, Vermont,
Wisconsin
4. Accreditation standards: 2
Colorado³, Texas
5. Authorized program: 6
California, Hawaii, Maine, Mississippi, New Jersey,
South Carolina

LOCAL EDUCATION AGENCY POLICY REQUIREMENTS - (All states)

1. Awards credit under its own policy: 14
Arkansas, Colorado, Connecticut⁴, Delaware, Georgia,
Idaho, Iowa, Kansas, Massachusetts, New Hampshire⁴,
New Jersey⁴, Rhode Island, West Virginia, Wyoming
2. Awards credit under state rules or regulations: 34
states, 1 territory
Alabama, Alaska, Arizona, California, Delaware⁴,
Florida⁴, Illinois, Indiana, Kentucky, Louisiana,
Maine⁴, Maryland, Michigan, Mississippi, Missouri,
Montana, Nebraska⁴, New Hampshire⁴, New Jersey,
New Mexico, New York⁴, North Dakota⁴, Ohio, Oklahoma,
Pennsylvania, Puerto Rico, South Carolina, South
Dakota⁴, Tennessee, Texas, Utah, Vermont, Virginia⁴,
Washington, Wisconsin

POST-SECONDARY RULE REQUIREMENTS - 50 states total

1. Individual institutions determine credit to be awarded:
51
All 50 states and Puerto Rico
2. State Governing Board rule: 3
California, Minnesota⁴, New York
3. SDE rule: 1
Florida

ACCREDITATION RULES AND OTHERS REQUIREMENTS - 6 states total

1. Accreditation association standards: 3
Alabama, Arkansas, Maine
2. College entrance requirements: 1
Massachusetts
3. Self-evaluation: 1
California
4. State board of accreditation: 1
New York

FUTURE POLICY, RULE REQUIREMENTS² - 15 states total

1. Minimum competency testing - 7
California, Colorado, Connecticut, Delaware, Kansas,
Maryland, Michigan
2. New accreditation policies: 2
Colorado, Mississippi
3. New graduation requirements: 2 states, 1 territory
Georgia, New Jersey, Puerto Rico
4. New approaches to work experience: 5
California, Massachusetts, New York, North Carolina,
South Dakota
5. New rules to respond to CETA amendments: 1
Minnesota

-
- 4 as it pertains to vocational education or work experience,
specifically
 - 2 no credit given for work experience other than State approved
vocational education
 - 3 voluntary compliance possible

WHAT ARE SOME POSSIBLE REACTIONS AND RECOMMENDATIONS?

Upon studying the information discussed above a number of reactions and a few recommendations may occur.

The National Association of Secondary School Principals commented in its 1975 study on graduation requirements² that:

graduation is one of the more significant ceremonies in American society. The diploma, as a symbol, carries cultural as well as economic values. It provides solid evidence of this society's commitment to the development of the individual. But what should be the intrinsic meaning of the diploma? What should it signify about courses and competencies? What mastery of skills and knowledge should it represent?

The study continued by observing that a graduate is a person capable of gaining the information necessary to be a citizen and worker. "Educationally s/he is independent. S/he possesses a set of basic skills which enable life to be pursued in an informed and productive manner."

The questions center around whether that student, in fact, can acquire those basic skills in non-traditional learning situations as opposed to those connected with classrooms supervised by teachers within a school building. We know that our American society is full of people who cannot or will not learn within traditional settings. A study done for the Massachusetts Advisory Council on Education³ listed the kinds of students for whom, at some point in their education, traditional approaches may fall short of meeting their needs, namely --

the artistically oriented
the skill oriented
the scientific minded
potential dropout (or "Top-outs")
the special student

2. National Association of Secondary School Principals, Graduation Requirements, p. 1.

3. Massachusetts Advisory Council on Education, Handbook of Management Standards, p. 13.

youth in need of acceptable work habits and a
sense of responsibility
career explorers
career beginners
independent students
students with special learning opportunities
the service-oriented

Current national interest in assisting these students prompted the 1974 NASSP report entitled Twenty-Five Action Learning Schools⁴. According to this survey, students in these programs were receiving credit for all forms of paid and/or volunteer service. Most experience, however, was tied to classroom work and connected to an academic discipline or linked to post-high school career exploration. The school representatives generally agreed fair and consistent evaluation was very difficult to achieve. However, they also added that fair and consistent evaluation was very difficult to achieve in traditional programs. In an algebra course, a student receives a D, obtains credit, and is certified to have "learned" algebra. Yet the student will admit, in fact, that he/she has not learned algebra. Obviously, alternative forms of learning, whether through work experience or any other approach, require some alternative approaches to the assessment and certification of learning.

Activity to draw up alternative assessment methods and to implement them can be seen in various parts of the country. For instance, Massachusetts identifies five such assessment methods in its Handbook of Management Standards, previously noted, and Maryland outlines implementation methods for its competency-based program, Project Basic⁵. In both of these cases, students are given multiple opportunities and methods for reaching given performance levels.

Thus, considerable interest in the need to provide alternate modes of education and its assessment does exist within the educational community. In the public sector, statistics speak to the need for new approaches. As of August 1978, total teenage (16-19 years of age) unemployment stood at 15.6%. Unemployment of Black youth, however, climbed to 32.4%⁶.

-
4. National Association of Secondary School Principals, Twenty-Five Action-Learning Schools.
 5. Maryland State Department of Education, Guide for Statewide Implementation.
 6. U.S. Department of Labor, Bureau of Labor Statistics, Monthly Labor Review.

Fifty Black leaders of the future as identified by Ebony magazine,⁷ referring to this astronomically high Black youth unemployment, saw this to mean a growing proportion of the Black population was entering adulthood without the skills, work experience and earning power needed to survive in our society.

The Comprehensive Employment and Training Act (CETA) works to rectify this situation by providing for economically disadvantaged, unemployed, and underemployed persons maximum employment potential through job training and employment opportunity.

The purpose of CETA is laudable. However, allegations are made that (1) CETA tends to supplant existing education and training programs at all levels, (2) little coordination exists, and (3) Department of Labor regulations are confusing.

The October 1978 amendments to CETA provide opportunities to correct some of these problems. Linkage between prime sponsors, education, and the Department of Labor is mandated. State departments of education must be actively involved in defining the basis for academic credit.

Ironically, the procedures most commonly used at the present time are those of vocational education. Sixty years ago, vocational education began through the recognition of the existence of differing needs of students often not within the mainstream shared by their peers. Yet today, partially through fiscal pressures, many programs often do not meet the real needs of the "out-of-step" student. Programs seem designated to attract the achievers, the motivated. Thus, the very concepts now relied on to guide most other "work experience" programs do not seem equipped to do so.

Obviously economic and social problems arising from the unmet needs of the non-traditional student must be addressed if American society is to remain viable and dynamic. Educators have a special knowledge and training which can provide the leadership essential to success. There is no doubt that the effort will entail a flexibility and imagination both frightening and exciting.

New attitudes, policies and rules to back up these attitudes cannot be formed without the facts and communication. This brief study is the first step. A carefully devised written survey of all the states and territories to verify or expand the present information would provide a base. From this base, regional and eventually national, meetings would serve as a forum to discuss

7. Vernon E. Jordon, Jr., "Black Youth: The Endangered Generation," Ebony.

the implications of existing regulations and policies and to plan for future action. Admittedly, points of view regarding education will be slow to change, particularly when the educational leaders holding these views quite naturally acquired them in a different time with far different needs. Nevertheless, the different needs of today do exist. At the very least, we must begin systematically to address them.

WHAT IS LEARNING DERIVED FROM
WORK EXPERIENCE?

"The purpose of our formal educational system was and is to prepare our young to be adults. Originally it was designed to provide those learning experiences that were not available in the home, church, workplace and community."⁸ But, the growth of our technological society along with the diminishing opportunities for learning in the home, church, community and workplace have placed many unattainable goals on our school systems.

As a result, our formal educational systems, designed over a hundred years ago, have become inadequate and outdated. They are not, as Venn notes, "a complete environment" but rather "individualistic, oriented toward cognitive achievement, imposing dependency . . . withholding authority."⁹ Consequently, "our youth have become knowledge rich and experience poor."¹⁰

The evolution of our schools in an effort to compensate for societal change has demanded that the adolescent assume the role of the passive learner (student). Moreover, most of our solutions (those of work experience and transition) to youth learning problems have typically, as Willard Wirtz points out, exhibited three common characteristics: "(1) . . . they have been directed almost entirely at those problems that show up in starkest form at the passage between school and jobs where the two would have traditionally been expected to meet; (2) their attempts at solutions have been positioned within one of these two worlds, education alone; and (3) without exception they have been limited to what can be done without disturbing the established institutional structure."¹¹ In essence, our communities have denied and often forfeited their responsibilities to our youth, and our educational systems have tried to accommodate them with as little institutional change as possible.

8. Grant Venn, "Work Experience and Learning," p. 75.

9. Ibid, p. 72.

10. Jerome Bruner, "Continuity of Learning."

11. Willard Wirtz, The Boundless Resource, p. 1.

The deteriorating opportunities for our youth to play the roles of brother-son, sister-daughter, employee, citizen, and church attendee all have one element in common: the difficulty involved in taking responsible actions. It is exactly these "learning experiences that relate to work responsibility, independence, and the development of a sense of identity and self-esteem that have been greatly reduced for all youth, and have disappeared for many."¹² The reason that these action-learning experiences may have a "good and lasting effect is that they provide experience in taking on new roles in society, new perspectives, that demand the exercise of a sophisticated logic of social interaction, and, in doing so, stimulate basic changes in the structure of one's social perspective and moral judgment. These new perspectives become an integral part of what makes up a human being."¹³ According to Erik Erickson, experiential learning programs can help our youth to progress from a diffused view of themselves and others (which they learn through vicarious experiences) to an achievement of an "identity" and their own societal perspective (which they can only learn from their own experience and observation).¹⁴

It follows, then, that if youth are to be successfully prepared to function as contributing, working adults, they will need to be provided with learning experiences which will encourage self-development and development of the necessary skills for interaction with other people. Such skills include:

- . employability/occupational skills
- . financial and credit skills
- . self-management skills
- . self-motivated skills
- . consumer skills
- . cultural appreciation and understanding skills
- . recognition and concern for cultural diversity

12. Venn, "Work Experience and Learning," p. 75.

13. Richard Graham, "Youth and Experiential Learning," p. 162

14. Erickson, Erik H. Childhood and Society, Ed. 2. New York: W.W. Norton, 1963

- . recognition of responsibility -- that one's actions affect others' welfare (moral judgment)
- . cooperation and coordination skills¹⁵

Work experience can provide the learning activities to help youth meet these objectives. In addition, the work experience also needs to (1) relate to youth's education experiences and (2) be more broadly defined than simply occupational skill training. As Venn states, "schools must ... provide the learning experiences in the world of work which can be predicted to have a good and lasting effect."¹⁶ Long ago Dewey defined a good experience as one that leads to other good experiences.¹⁷ Work-experience is not the solution for the total education of our young. But, it is also equally obvious that it can supply some of the missing links in the development of a great majority of our youth.

There are many definitions of work experience and a great variety of work-experience learning strategies. Richard Graham describes work experiences as action-learning;

"learning from experience and associated study that is or could be accredited by an educational institution. It embraces the experiential learning components of work-study, cooperative education, work-service, service learning, career education, and many forms of internship, on-the-job training, and self-directed work and study. Action-learning may involve tutoring younger children, a learning program connected with work in a department store or a veterinary clinic, a study of municipal water pollution or waste disposal, an internship in a classroom, at city hall, at union headquarters or with a welfare agency."¹⁸

"Work experience learning," as Venn describes it, "is learning from experience in the world of work that relates learning in the school to the work world, and relates actual experience

-
- 15. Robert J. Havighurst, "Objectives for Youth Development," p. 87.
 - 16. Venn, "Work Experience and Learning," p. 87.
 - 17. John Dewey, Experience and Education.
 - 18. Graham, "Youth and Experiential Learning," p. 112.

to the need for more knowledge and theory."¹⁹ He continues by offering categorized definitions of work-experience learning strategies which help to further interpret the dimensions of action-learning or work experience. These four kinds of work experience learning strategies which have emerged are:

1. Orientation and Awareness -- an experience primarily to learn about work, the various kinds of careers and, essentially, how adults function in the work world and how education relates to work. It begins at the primary level.
2. Exploration -- a work experience which allows the student to try out and explore various kinds of broad occupational areas and to learn of the knowledge, skills and competencies required in the occupation including those of basic education competencies, human relationships, and continued learning started at the middle school level for many students.
3. Employability Learning -- work experience in which one learns the various skills that all work requires and begins to experience the reality of rewards and penalties for responsible action. Where possible, a relationship to career educational goals is desirable.
4. Job-Skill Development -- an order of work-experience learning requiring the specific application of knowledge and skills on a job where one gains additional knowledge and skills in a specific job area. In all cases this should be related to career and educational plans, or perhaps a culmination of both schooling and work experience.²⁰

There are three basic theoretical or ideal models for granting credit for work experience. It appears that the YEDPA legislation is leaving the final decision of which model to follow up to LEA and prime sponsors with approval from the State Department of Education. Each model is briefly discussed below.

Program Evaluation as the Basis for Credit

If award of credit of this type is chosen, total programs (objectives and content) are reviewed and evaluated by experts.

19. Venn, Work Experience and Learning, p. 78.

20. Ibid, p. 77.

The total work experience program, not the individual's experiences and attainment of competencies, is assessed. Program guidelines usually resemble those developed by the American Council on Education (described in Appendix D) for military training programs which recommend blocks of credit for successful participation. Credit is usually awarded on the basis of time spent, that is, so many hours of participation in training may provide a specific number of Carnegie units.

Credit for Prior Experience

If awarding credit for prior experience is legitimate, award of credit for such experiences may be done in this way: competencies derived from previous experiences can be identified and then verified by performance, documentation (testimonial), or product outcomes. The competencies assessed will also have to be related to already legitimized academic competencies recognized by the granting agency. The Thomas Edison College and New York State External High School program (described in Appendix D), are both good examples of this model.

Experience Designed for Credit

In this model, student programs are individually developed around the integration of required academics and career interests. Since the experience is pre-designed for credit, competencies must be identified clearly by a thorough analysis of each available work site. Descriptions of tasks and competencies utilized on the job are the basis for developing student objectives and learning contracts. This type of credit assumes that:

- . the participant's academic experiences and needs and occupational interests are assessed
- . competencies which relate to this assessment are identified
- . the work site is analyzed and evaluated regarding the extent to which the identified competencies can be attained at the site
- . individualized learning experiences (job descriptions) are developed and reflect necessary competencies to be learned and assessment of results to be made
- . objectives are developed which show criterion references to the identified competencies
- . learning contracts are pre-negotiated

A majority of people engaged in the issues surrounding the awarding of academic credit for work experience would support this type of credit and program theoretically as most effective. However, these same people might also suggest that consideration be given to several important barriers connected with awarding credit of this type:

- . some schools may resist such competency-based assessment as too foreign to their evaluation system and academic structure
- . employers may not want to feel as accountable as they perhaps should in a program which is competency-based
- . local superintendents may be cautious in the awarding of credit which supports the set-up of programs for which there are no State guidelines

The Experience Based Career Education (EBCE) model programs, (described in Appendix D) developed under the auspices of NIE, are all good examples of this model.

Additional descriptions of "models" for awarding academic credit are provided in Appendix D.

WHAT ARE POSSIBLE ELEMENTS OF A WORK EXPERIENCE PROGRAM?

According to the Cooperative Assessment of Experiential Learning (CAEL), there are thirteen basic elements of a work experience program which are generally responsible for the success of the program. The following components all directly affect the awarding of academic credit, even though they may not all involve policies of assessment. They provide a useful context for comparison, and they should make it easier to understand the operation of a work experience program in general. It is important to recognize that while there is no model prescription around which all work experience programs can be built, this particular list of components has been labeled as a functional model by CAEL:

1) Develop a program rationale which will recognize competencies to be credited and their relevance/equivalence to the classroom. In addition, the rationale must provide justification for both student and institutional involvement.

2) Define the program characteristics by addressing logistical kinds of information necessary for program start-up:

- . size, duration, and location of program
- . coordination of outside institutions
- . general educational objectives
- . intended learning outcomes
- . administration and personnel needs
- . general overview of the processes involved in educating and assessing the students

3) Develop faculty resources by addressing additional staffing, training of staff, and clarification of faculty responsibilities.

4) Define criterion standards around institutional requirements, students' goals, and employer requirements. Both faculty and field supervisors should be involved in the drafting of minimal performance standards and the properties of good standards; that is, consistency, fairness, and reality.

5) Develop admission policy. The selection and admission of students should be done by a fair, systematic process. The determination of appropriate qualities of prospective students needs to be accomplished early. Dissemination of program information and student recruitment should be geared around the selection and admission criteria. A formal orientation session should be developed for all students admitted to the program.

6) Decide how the program will be financed. Expenditure (such as personnel and overhead) necessary for implementing the program must be identified and contrasted with program income through state or federal funding.

7) Prepare students for assessment. Students need to be oriented to what will be expected of them throughout the program. Off-campus learning possibilities and learning objectives must be clearly identified before learning plans can be developed. Students should also be made aware of the assessment techniques which will be utilized.

8) Appraise learning outcomes. Students must be made aware of the kinds of evidence or documentation essential to completing their evaluations. The nature of the instrumentation used for student appraisal, and the final process of determining kinds and amounts of credit, should also be discussed with students. In addition, consistency and interpretation of standards against learning requirements must be clarified for staff.

9) Integrate learning with future plans. This component mainly involves those procedures developed for discussing assessment decisions with students. A student's objectives must be assessed with respect to his/her degree goals, degree requirements, and vocational interests. A future-oriented perspective should set the format for these discussions.

10) Coordinate off-campus learning sites. Placements, throughout the community, need to be located and secured. Available positions in the field must be consistent with not only the employer recruitment criteria, but also with students' objectives in order to justify the placement. Maintaining contact with the employers and monitoring student progress must be a continual ongoing process. Both of these actions are important for student accountability. In addition, transportation and working arrangements may be included under this topic.

11) Advise students. Exploration of values and interests as they apply to vocational exploration are very important. The planning of educational goals and how to meet them are also critical issues.

12) Define credit policies. State educational policies should identify the limits on amount and type of credit awarded for experiential learning. But since many states do not yet have such guidelines developed, LEA's may need to determine them for their programs. Policies must be determined for credit awarded for competencies gained or time spent. Credit equivalencies need to be determined for both. In addition, review and appeal procedure must be clarified.

13) Record learning outcomes. Procedures need to be developed for translating learning outcomes into academic units. Student monitoring and accountability both should be maintained with a high degree of privacy. Academic credits should also be designated toward a degree and/or area discipline requirements. Narrative descriptions should also accompany credits on a student's permanent transcript.²¹

21. Warren W. Willingham and Kurt F. Geisinger, "Developing an Operational Model for Assessing Experiential Learning."

Academic Credit

HOW DO PROSPECTIVE EMPLOYERS, PARENTS, COMMUNITY ORGANIZATIONS, AND EDUCATION AGENCIES VIEW ACADEMIC CREDIT?

It appears that employers, parents, community organizations, and educational agencies place a great deal of credence in academic credit. Academic credit, credit hours, diplomas, certificates, credentials, etc. are valued by most people simply because they have always been valued.

But, academic credit serves several distinct functions:

- . allows courses or learning to be compared among educational institutions
- . serves as a marker along the road to degrees, certificates, diplomas, awards, promotions, and pay raises
- . serves as an admission ticket to further learning, jobs, privileges
- . indicates, upon receipt, "successful" completion of the requirements established for "earning" particular credits
- . defines amount of learning
- . defines time spent in the learning process
- . certifies the acquisition of and ability to use knowledges and/or skills

The precision, validity, and reliability with which academic credit serves each of these functions seems not to be debated, much less questioned. Indeed, if the value of academic credit is questioned at all, it is because credit is being challenged as an effective mechanism for differentiating levels of accomplishment as well as levels of knowledges and skills. If parents, employers, and educators view academic credit as a label which indicates quality, then many also see it differentiating people. They perceive, then, that too many people can very well attain one level of credit and that subsequent "higher levels" of credit need to be redefined to maintain a differentiation.

This perspective, however, would appear to be changing as effective work experience programs make real experiences in the world of work valuable. That is, as more youth are credited for engaging in such experiences, and as work experience participants

lose their "second class stigmatism" and succeed where before they failed, so credit as a legitimate indicator of performance (as opposed to a differentiating mechanism) gains value.

WHAT IS ACADEMIC CREDIT AND WHY IS IT GIVEN?

Academic credit is an indicator of achieving a specified level of performance for certain pursuits or tasks. It represents for some people not only past performance but also an indication of future achievement, a predictor of success or productivity (which employers may like to see) which is legitimate.

Getting academic credit can mean:

- . that one abided by the rules and regulations of the granting academic agency and has gone through (and survived) a certain course of study and performance in which rigor and perseverance were demonstrated and minimum standards met
- . that one has exhibited the potential for high achievement so that one can undertake more advanced academic studies (i.e., the credit has been "banked" and may therefore apply to advanced standing)
- . that what was learned through the educational agency was "legitimate" and "creditable".

Academic credit is given as recognition or relatively immediate reward or reinforcement for performance of skills or competencies the learning experience has been designated to develop. For example, the student working in an auto body shop receives credit for demonstrating correct auto body diagnosis and repair in an actual situation.

HOW MIGHT ACADEMIC CREDIT ARGUMENTS AFFECT THE NATURE OF THE LEARNING SETTING?

The arguments surrounding the policies and practices for awarding academic credit may well be laying the foundations for substantial educational reforms. As with many reforms, however, it is unlikely that the early actors intended or foresaw the eventual consequences.

The possible reform in the making is this: because of the escalating polemics denying or defending the value of an educational experience as worthy of academic credit, public schools may face increasing pressure to truly individualize the diagnosis, attainment, and assessment of skills and competencies for all learners. Why? Consider the arguments often -- and perhaps appropriately -- made by public school representatives against awarding academic credit for work and other out of school experiences:

- . Attribution: there is virtually no way to attribute the attainment of skill "X" to work experiences "Y".
- . Relevance: there is no valid evidence that skill "X" is, in fact, relevant to the learners' subsequent occupational or other life roles.
- . Measurement: the evaluative techniques by which skill "X" has been assessed are vulnerable to nearly all the classical measurement errors.
- . Isolation: even if attained, the work experience skills have not been reinforced in any planned or systematic way by academic learning.
- . Learning styles: students have different learning styles, and it may be that a given student could have acquired the skills more readily and thoroughly in the traditional classroom setting.
- . Differentiation: the work experience setting assumes that all learners exposed to it have equal states of readiness and willingness.

These arguments are of course not categorical, neither in their truth, nor as they reflect the opinions of all public school representatives. But these arguments are made often, and when they are made, they are expressed with vigor. The important point is this: To the extent that these accusations have any foundation for not awarding academic credit for work experience, they have equal weight as arguments against awarding academic credit for traditional classroom experiences within the schools themselves! Every one of the arguments can be turned on its head with "classroom settings" made to substitute for "work settings."

Thus, the scenario for the movement toward individualization is reasonably straightforward. It rests on the following assumptions:

1. Experiential learning in general, and work experience opportunities in particular, will continue to be supported and expanded.

2. Expectations for awarding academic credit for work experience will increase. This increase will be at a rate even greater than the expansion of work experience opportunities for students. (The premise here is that experiential learning proponents will soon cross a "timid threshold" borne of modest numbers and support. They will demand, where before they have only requested, educational sanctioning of non-school learning experiences.)
3. As work experience proponents increase their demands for educational sanctions in the form of academic credit, public schools will become increasingly threatened and therefore more vocal in their arguments against awarding credit for work experience. These arguments will center on themes such as those mentioned earlier of Attribution, Relevance, Measurement, Isolation, Learning Styles, and Differentiation.
4. Given their increased support, the response of work experience advocates to public school arguments will eventually shift -- or both "sides" will equally bear -- the burden of proof that setting "X" (work or school) is able to provide skills that are relevant, demonstrable, and appropriate to the needs of the learner.
5. Schools, then, must take dramatic steps to demonstrate that the skills they seek to instill are
 - . attributable to school experiences
 - . relevant to the real needs of future life roles
 - . assessed in ways defensible by sound measurement principles
 - . reinforced by supplemental or related academic experiences
 - . keyed to the learning styles of individual students
 - . appropriate to the unique levels of intellectual and emotional readiness of each student.
6. All of the above will substantially accelerate the movement toward individualization of instruction and learning. Of course, other forces also will have contributed toward individualization. For example, the principles and pressures behind Individualized Educational Plans (IEPs) given impetus by PL 94-142 are likely to remain. The minimum competency testing movement is spreading nationally and should encourage rejection of norm-referenced tests as unfair or unreasonable; in their stead will be criterion-referenced tests suitable to individualized instruction. Increasing pressures on vocational educators to demonstrate job placement on the success index may increase the move

toward both performance testing and individualized instruction. Finally, the "Proposition 13"-type initiative nationally will continue to cause educators to demonstrate educational cost effectiveness.

Whether or not this particular scenario comes to pass in whole or in part is not too important. It is important that both the advocates and adversaries of awarding academic credit for non-school experience realize that eventually they must demonstrate that the learning setting they are promoting is best suited to the immediate and future needs of the learner exposed to that setting. The possibility outlined in the sequence of assumptions described above argues that individualization will be the eventual direction taken by this need to demonstrate the worth of experiential or classroom learning settings.

**WHAT ARE THE TRADE-OFFS AND INCENTIVES
FOR AWARDING ACADEMIC CREDIT FOR
WORK EXPERIENCE?**

Given the observations to date of school and community representatives considering policy matters relating to awarding academic credit for out of school experiences, the general view toward this topic is that the trade-offs are inevitable and complex and that the incentives must be such that a quid pro quo is maintained between those promoting academic credit for work experience and those holding the prerogative to award it. Schools and community agencies, including YEDPA coordinators, will not enter into meaningful and feasible agreements for awarding academic credit unless each can see an advantage for doing so.

But the trade-offs are not simple. At what price do school representatives accept transitory federal dollars if they risk losing stable local support? If educational credentials begin to lose the value attributed to them by those who "purchase" the educational products, can the schools' legitimacy, once questioned, ever be regained? Can schools and communities afford not to recognize non-school learning?

Similarly, work experience proponents must ask what the worth of academic credit is for disenfranchised youth and adults if that "award" from the schools is ever perceived by these groups as further patronizing by "the establishment." Ironically, awarding academic credit holds as much potential for giving true meaning to an equality of opportunity ethos as it does for diminishing that principle to hollow rhetoric. If the credit is genuine and fair, it can become an important lever in the school's efforts to serve groups who have been denied the credentials of formal schooling. If used as a stopgap measure to please/appease such

groups, it is likely to become a counterproductive rallying point for opportunities denied.

Most evident is the need for parity in the agreements between schools and work experience advocates. This is particularly important for CETA/YEDPA and LEA agreements. Implicit in these negotiations is the ever-present question, "What's in this for me?" If these understandings are to be meaningful, schools must see a linkage with CETA as a viable partnership wherein each will benefit in both the short and long range. Similarly, at the state level, agreements between DOL offices and state departments of education must be genuine and reciprocal. If the principal motivations at any level are simply such things as meeting protocol formalities, avoiding political nuisances, token monetary exchanges, and so forth, little hope can be held for lasting collaboration.

In the final analysis, the only real incentive that a non-school agency can offer the schools is cooperation in garnering public support for schools' sanctioning of non-school learning experiences. The implications for public "lobbying" by such groups are apparent. Attracting and convincing key community leaders, encouraging the formation of school-community advisory groups, using the media effectively, and selling the idea of non-school learning as legitimate and important should become priority agendas for any group, within or outside the educational system, which is convinced that schools should provide academic credit for legitimate learning in non-school settings.

The basic rationale for the rally of public support as the central means for pushing public schools toward change is that schools cannot change in a direction or at a pace not attuned to the views of the public they serve. It matters little whether the desire for a change, such as honoring and legitimizing learning, whenever it occurs, comes from within or outside the school. The school remains fundamentally a political entity charged with serving the public will.

FOR WHAT IS ACADEMIC CREDIT GIVEN?

Typically, academic credit is awarded for either time spent in a learning situation, or for competencies gained/derived from that learning situation.

Credit for time spent. A standard rule of thumb for granting credit for many work experience programs throughout the country is that in effect in the state of Delaware:

one hour of classroom instruction = two hours
of on-the-job work experience.

Even though there are many other ratios of this nature being used, they all reflect the same intent. Credit may be awarded under several different elective titles, depending upon the nature and depth of a student's experiences. Let's say, for instance, that a student is spending about four to five weeks on each community site placement, as opposed to the student who spends at least one semester on a particular job site. The student who's "traveling around," so to speak, might receive a credit in "career exploration" to reflect the investigative nature of his experiences. The criteria for that credit could be the following:

- . to learn about the "real world of work"
- . to develop some objective information about oneself such as preferences for working with data, people, or things
- . to more objectively identify one's most appropriate vocation by examining the realities of the job, such as physical conditions at the worksite, the amount of training and education needed, the possibilities for future promotions and increased growth/development
- . to find out about labor unions
- . to examine various jobs in regard to available work benefits
- . to understand more fully the barriers of sex discrimination and stereotyping

Credit for competencies gained/derived from work experience. If credit is to be granted for competencies gained/derived from work experience, then it must be given for anything that is successfully achieved or developed in line with the objectives for learning in the work experience program. Credit should never be given away; it should only be earned.

There are four different skill or competency areas, any or all of which may be present in the learning objectives of a work experience program. These four skill areas are:

1. Basic skill and/or school subjects -- these skills should relate to the basic traditional requirements established by the state as academic criteria for graduation (e.g., communication and computation skills).
2. Life skills, survival skills, or coping skills -- this area encompasses those skills which we use on a daily basis, i.e., balancing a checkbook, planning and operating a budget, adhering to good nutritional principles

and personal hygiene, and understanding the basic principles of credit and finance.

3. Personal skills -- this area represents positive attitudinal growth as it relates to work; i.e., motivation, cooperation, appreciation of work ethic, and the ability to communicate with adults.
4. Specific occupational/employability skills -- this area focuses on plant specific skills as does vocational education; i.e., mechanical skills, plumbing skills, electrical wiring skills, or anything of a more technical nature.

Credit can be given for mastery of any or all of these skills. Most likely, however, schools may simply not have the time or money to provide learning opportunities geared to each skill area. Since the youth population for which most work experience programs are developed suffers a lack of skills, money, credentials, and incentive, careful matching of skill training to student needs is essential to success for students and the program.

Basic/Life/Personal Skills Versus Occupational Skills

Consider whether it is important to grant credit for either basic skills or occupational skills. If the work experience setting sponsors (employers) are willing to go the extra mile, then the students will stand a good chance of acquiring both types of skills. But if a student is placed on the job only to become another employee, the probability of negative attitudes superseding any type of skill development will be high.

If the youth population to be served is not ready and willing to learn, then most programs will probably fail. Since the YEDPA legislation cannot assure that its participants will be motivated to learn and/or to earn credits, then it becomes the schools' responsibility to develop that motivation. It may therefore be more worthwhile to grant credit for the development of positive attitudes and personal skills since these are closest to the student's personal identity. If a student doesn't understand the importance of arriving to work on time and other things of this nature, then to grant credit for any kind of skill development would be difficult at best. Employers generally believe attitudes and personal skills are basic to beginning to train employees in the specifics of an occupation.

If the legislation is to have any long-range effects on the disadvantaged population and the labor market, then the participants will have to better exercise survival skills and seek out

future employment. Poor nutritional habits can greatly impede a student's potential for learning. Budgeting, getting financial credit, and exercising the right to vote all directly impact the ability of one to survive. And, if these kinds of skills can result in more immediate effects and benefits in the eyes of youth, then there may be an increased incentive to learn them. Their relationship to everyday living may then be much more apparent than would the areas of basic and/or occupational competencies.

Related Instruction

In whatever skill areas credit is granted, the value of related instruction needs to be recognized. The only difference will be in regard to the range of instruction required for the four different areas. The basic difference between learning experientially and learning in the classroom occurs in the sequence of thought processes necessary for assimilation. Traditional classroom learning involves the acquisition of information in an orderly building fashion which is then used as a framework for relating to specifics and actions. Experiential learning, on the other hand, requires that "hands-on experience" (actions or specifics) be generalized back to the theoretical framework. It is the frequent lack of practice, on the part of disadvantaged youth, in learning through the symbolic media of reading, writing, and speaking which has often penalized them in the past. Even though there are many who may have successfully manipulated the symbolic medias, they still possess apparent difficulties in learning to apply them. It is because the classroom promotes learning through vicarious experiences without any immediate reinforcement that the artificial incentives of grades was conceived. Experiential learning has become an effective mode of learning because the student receives immediate reinforcement for what is being learned. This immediate reinforcement can increase the student's motivation.

James Coleman suggests that the weakest link or element in the experiential learning process is the ability to perceive the general principle from the experience.²² This rationale is the basis for the legislation's mandate that provisions be made for such supportive services as counseling and job market information. This suggests that, as often as possible, related instruction for both the group and the individual be provided.

Related instruction is a series of structured activities which tie together what a student is learning on the site with what s/he needs to learn for graduation. Related instruction can

22. James Coleman, "Differences Between Experiential and Classroom Learning," p. 58.

be delivered through a variety of learning strategies (career workshops, world-of-work values seminars, sex role stereotyping activities, group sessions evolving around job benefits, etc.). This related instruction, like the work experience learning, must be carefully planned. Objectives must be set and measurable. And, extremely important is the award of credit for competencies derived from related instruction.

By awarding credit for both classroom learning (related instruction) and work experience learning, youth programs for all students will reinforce the value of learning by any means. Learning by doing/experiencing and learning by thinking/reading will be exciting ways for any youth to acquaint themselves with the worlds of work and knowledge.

**WHAT FACTORS MUST BE CONSIDERED IN
MATCHING STUDENT NEEDS TO WORK
EXPERIENCE SITES**

Much of the theory on successful and creditable work experience programs has been developed around the concept "that a good experience will lead to other good experiences."²³ Dewey stresses that what makes an experience successful is the degree to which an individual's needs are matched to the particular occurrence. Although there has been much research in the area of successful work experience programs, little has been done on developing good matching procedures. There seems to be a lack "of accepted theory (on procedures for determining) what experience is best for an individual, at what time, in what degree, and in what relationship to formal study or other forms of learning."²⁴ The individualization component of a work-experience program is the element most affected by and contingent upon the proper analysis and matching of a student to a community site. "Careful matching of students to jobs . . . appears to be one of the most crucial tasks for work education programs."²⁵

The U.S. Department of Labor study on the Neighborhood Youth Corps (NYC) jobs states that when the work was uninteresting, boring, and monotonous, when the employers failed to show an

23. Dewey, Experience and Education.

24. Graham, "Youth and Experiential Learning," p. 169.

25. Steve Frankel et al., Case Studies of Fifty Representative Work Education Programs.

interest and good work habits were not developed that the participants found out how to "beat the system."²⁶

In order to match a student successfully to a community site, there are several factors which must be considered:

- 1) cognitive developmental requirements
 - . general learning ability
 - . mathematical abilities
 - . language abilities
- 2) affective developmental requirements
 - . how much supervision is needed
 - . level of introversion/extroversion
 - . stress factor level
 - . appreciation of the work ethic
- 3) characteristics of the job site
 - . available learning potential (a detailed task analysis of the job)
 - . employee attitudes
 - . up time/down time
 - . out of the ordinary time (e.g., merchandise inventories)
 - . supervisor vacation time
 - . physical surroundings
 - . hazardous equipment
 - . entry-level job skills
 - . discriminatory attitudes
 - . personnel practices
 - . employer/employee commitment to the concept
 - . adequate supervision
 - . table of organization
 - . career ladders
 - . occupational skill clusters

Today there are several techniques used for completing a site analysis and the proper matching of a student, but none has received complete or widespread acceptance or effected total success. Many of the techniques today only look at such factors as an individual's expectations, self-confidence, and preferences.²⁷

-
26. U.S. Department of Labor, Manpower Administration. A Study of the Effectiveness of Selected Out-of-School Neighborhood Youth Corps Programs, A Study of Selected NYC-1 Projects, Washington, D.C., 1971.
 27. Regis Walthers. The Measurement of Work Relevant Attitudes, A Report on the Development of a Measuring Instrument.

The U.S. Department of Labor's Third Edition of the Dictionary of Occupational Titles (DOT) offers one of the most complete occupational classifications ever developed to date. Sidney Fine has developed a system utilizing the DOT, which many people recognize as his "functional job analysis" procedure.²⁸ Through this system, vocations are classified by industry and type (114 worker trait groups) with minimal competency requirements for working with data, people, and things (machines). The desired worker traits and levels of competencies for each job are broken down into six categories:

- 1) General competence in reasoning, mathematical, and language development.
- 2) Specific competency levels in such performance related aptitudes as general learning ability, verbal ability, numerical and spatial abilities, form perception, clerical perception, motor coordination, finger dexterity, manual dexterity, color discrimination, and hand-foot coordination.
- 3) Interests in working with data, people, things or a combination of any two, along with such values as creativity vs. routine tasks, etc.
- 4) Temperament as interpreted by preferences among twelve pairs such as independence vs. supervision, etc.
- 5) Physical demands as defined by heavy lifting, light carrying, etc.
- 6) Working conditions as defined by being inside, outside, etc.

The Appalachia Educational Laboratory (AEL) Experience Based Career Education Program (see Appendix D) and Career Decision Making Program, located in Charleston, West Virginia, jointly developed a "site analysis procedure" based on these concepts of job analysis. Through years of extensive testing and refinement, the system is now being utilized to match students to individual community job sites in AEL's experiential learning program. Even though the procedure is successful, there seems to be little consensus as to why; and whether its success has to do with skills or attitudes gained, "peer" relationships with adults, or increased self-esteem and obligations. It may very well be that it is not the model itself, but those cognitive and affective developmental

28. Sidney Fine, "Use of the DOT to Estimate Educational Investment," p. 363-376.

theories around which the model was developed, that is affecting success.²⁹

**WHAT ARE SOME GENERAL METHODS/PROCEDURES
FOR AWARDING ACADEMIC CREDIT?**

The arrangements and procedures for awarding academic credit vary from state to state, from institution to institution, and from department to department. But there are certain fundamental procedures suggested in almost all assessment guidelines and policies.

These procedures are typified in the Cooperative Assessment of Experiential Learning (CAEL) report which presents six basic, generic steps in assessing experiential learning for academic credit. The steps are shown in the following table taken from the report.

Table 2. Six Basic Steps in Assessing Experiential Learning³⁰

Step	Prior Learning	Sponsored Learning
IDENTIFY	1. Identify college-level learning acquired through life experience	2. Set specific learning objectives that fit the goals and the learning site
ARTICULATE	2. Show how and what parts of that learning are related to the degree objective	1. Decide on general learning goals that are related to the degree objective
DOCUMENT	3. Verify or provide evidence of learning	4. Maintain an integrated record as evidence of learning

29. Appalachia Educational Laboratory. "Employer-Based Career Education Evaluation Summary," 1974.

30. Warren W. Willingham, Principles of Good Practice in Assessing Experiential Learning, 1977, p. 6.

Table 2. (Continued)

Step	Prior Learning	Sponsored Learning
MEASURE	4. Determine the extent and character of learning acquired	5. Determine whether learning meets the criterion standard previously set
EVALUATE	5. Decide whether the learning meets an acceptable standard and determine its credit equivalence	3. Determine the appropriate criterion standard required for credit
TRANSCRIBE	6. Record the credit or recognition of learning	6. Record the credit or recognition of learning

It should be noted that while CAEL addresses primarily post-secondary assessment and crediting, the procedures should be of great practical aid to those LEAs and CETA/YEDPA coordinators attempting to assess and credit secondary level academic and work experience.

It is important to understand that the focus here is on general principles, formulated around general problems and issues in regard to sound assessment. The steps are by no means totally prescriptive. The illustration demonstrates that there are procedures to assess both current (sponsored by someone or some institution) or prior learning; only the emphasis and order varies. Each of these steps requires some crucial antecedent judgments, which only lend clarification to the procedures.

HOW ARE THINGS FOR WHICH ACADEMIC CREDIT IS GIVEN MEASURED?

The primary objective of assessment of competencies gained from work and life experiences should be to promote cognitive and affective development. But ironically, assessment outcomes and often considered indicators of learning which may not have occurred, and are even more frequently viewed as final determinants of ability. Ideally, assessment results should be used as individual guidelines for further knowledge and skill development. Most people require several attempts at achieving mastery of particular competency. Thus, the objectives of measurement should be to

encourage further learning so that an individual can best attempt to develop various levels of competency. Because it is so important to fit the measurement to the needs of the learner, work experience learning programs need to give students the options to have their learning evaluated via a wide array of assessment procedures.

The following is a list and discussion of the major assessment techniques available to education and industry.

Performance Tests. They can either be administered in a natural environment or in a controlled environment. They are highly realistic because they attempt to duplicate the original learning situation. There are basically two different variations of the performance test: (1) the work sample; and (2) the hands-on demonstration either in an unobtrusive or controlled observation setting. Performance tests can be used to test visible skills, such as perceptual, manipulative, and motor skills. The major disadvantage of performance tests is the high cost of developing and administering them on a one-to-one basis.

Essay Tests. There are basically two forms of essay tests: (1) structured, in that the topic and number of words are assigned; or (2) unstructured, which allows a student more freedom in these areas. An essay exam will typically ask a student to respond to a question with either a factual or creative piece of writing. Tests are usually graded for grammatical errors, flow, and organization in addition to content. Because most written test responses are never either totally right or wrong, grading them can become a time-consuming effort. Therefore, raters have to be able to recognize with consistency degrees of quality and merit.

Objective Written Exam. This assessment technique has been used for so long that it is now recognized as a standard means of measurement in almost every evaluation area. The ease of administration and scoring in addition to low cost are strong positive advantages for this technique. Multiple choice, true/false, matching, and fill-in-the-blank are all considered to be objective type examinations. Overall, they seem to test an individual's ability to learn by rote. In addition, they reinforce the memorization of key phrases instead of an overall assimilation of the information.

Simulations. Simulations are very similar to controlled performance tests in that they require questions be answered in the context of a replicated "real life" situation of which the nature and content are described in detail. This type of assessment is more frequently used to measure attitudes and social skills rather than cognitive development. Stress interviews, role plays, case studies, and in-basket tests are all good examples of "real life" simulations.

Interviews. The interview is the primary vehicle for collecting social research data and also for selecting personnel. There are basically three types of questions used in an interview: (1) closed questions which demand either a yes-no or agree-disagree response; (2) open-ended questions which provide the context for responses; and (3) scale items which require degrees of agreement or disagreement. Interviews can be either structured or unstructured, and they are good avenues for relating skills and knowledge in addition to demonstrating interpersonal and communication skills. Panel interviews are frequently used in a portfolio assessment of prior experience. Oral interviews (tests) are almost standard procedure for completion and graduation from a school of higher education.

Self-assessment. This technique draws upon a candidate's feelings of self-worth to judge his/her own levels of accomplishments. Self-assessments can be used to relate both personal and cognitive achievements. The job application form is a very simplified type of self-assessment.

Ratings. This procedure is more of a subjective type of assessment where one person actually judges and rates another's knowledge, skills, and abilities. A high degree of accuracy will seldom occur during a rating; biases on the part of the rater tend to distort the final outcomes of a rating. Of three types of rating instrument format used most frequently (ratings, rankings, and checklists) rankings and checklists appear to be the most successful techniques, as they reduce the error by forcing a choice.

Product Assessment. Product assessment is an indirect form of evaluation because many performances are typically invisible and difficult to evaluate. As an example, creative thinking occurs internally; so therefore, it is more feasible to evaluate the end product instead of the process or technique through which it evolved. Art and photography are also good examples of demonstrated performances which can best be evaluated by their final product. Portfolio assessments are a frequently used method for both personnel selection and evaluation of prior experience. Because most final products have resulted from long hours of planning, organizing, and developing, it is much more practical within time constraints to evaluate the end results rather than the means.³¹

31. Joan Knapp and Amiel T. Sharon, A Compendium of Assessment Techniques, 1975, p. 7-49.

**HOW CAN COMMUNITY ADVISORY COMMITTEES
AFFECT THE AWARDING OF ACADEMIC CREDIT
FOR WORK EXPERIENCE?**

Perhaps one of the most effective mechanisms developed to date for raising the community's awareness on issues and barriers that youth encounter during their transition from school to work is the community advisory committee -- also called a work-education council or industry-education council. Relying essentially on local community initiative, it can be used as the primary vehicle for collaboration and development. It can become a "new institution that can take on the transition from youth to adulthood, from education to work, as its particular responsibility."³²

Ideally, the council or committee should be composed of those individuals who can best represent the community's institutional power structure and who are therefore in the best position to influence success. It should include representatives of the following groups:

- | | |
|---------------------------|---------------------------|
| - teachers and counselors | - organized labor |
| - school administrators | - business |
| - students | - political organizations |
| - parents | - special interest groups |
| - industry | - civic groups |

The functions of the council may include but may not be limited to the following:

- . to smooth the transition between education and work for all youth
- . to identify and develop special methods for overcoming the barriers during this transition
- . to recruit, cultivate, and maintain community resources which will have positive and lasting effects on youth
- . to enhance and stimulate the economic climate of the community

32. Wirtz, The Boundless Resource, p. 66.

- . to improve the local occupational/employability skill training and job-readiness preparation
- . to act as a broker for realistic occupational information and job opportunities
- . to aid in the development of private sector involvement with youth
- . to apply for and obtain any additional federal funding that would further assist in bridging the gap

A locally initiated advisory committee or work-education council of which there are many in the United States, "can provide an invaluable base for the advancement of the kind of initiative that currently finds its fullest development in a career education concept." Furthermore, "such councils are in a superior position not just to administer but even more significantly to develop effective education-experience programs."³³

The U.S. Department of Labor has funded 33 Work-Education Councils over the last two years under contracts with the National Manpower Institute, the American Association of Community and Junior Colleges, and the National Alliance of Business. The intent of the councils was to heighten community understanding and awareness of the problems that youth encounter as they move from school to work and to provide aid for coordination and collaboration of the available human and financial resources in order to reduce the barriers for successful youth transition.³⁴

During the fiscal year 78-79, the Department of Health, Education and Welfare (HEW) will be working with the Department of Labor (DOL) to further achieve the goals of the Youth Employment and Demonstration Projects Act (YEDPA). Within this joint effort, HEW will be developing new education-work models to be disseminated to the local school districts and CETA prime sponsors. In addition, DOL will encourage the replication of the National Manpower Institute's education-work councils through grants to the prime sponsors and LEA's.

33. Ibid, p. 70.

34. Dennis Gallaher, "The Work-Education Exchange: A Progress Report, " 1978.

**WHAT ARE SOME FUTURE POSSIBILITIES WHICH
MAY EVOLVE FROM PRESENT ACTIVITIES?**

A final question: assuming that at some time in the future, the normative structure of schools and their communities has fully legitimized the awarding of academic credit for learning wherever it occurred, what would be different? The figure and statements that follow provide a speculative look into such a future. Each statement portrays a situation in marked contrast to what appear to be characteristics of today's efforts toward awarding academic credit for work and other non-school experiences.

Table 3. Characteristics of Awarding Academic Credit for Work Experience: 1979-19??

<u>Present Activities</u>	<u>Future Possibilities</u>
ACADEMIC CREDIT FOR WORK EXPERIENCE...	ACADEMIC CREDIT FOR WORK EXPERIENCE...
is based on administrative formulas of least risk and efficiency	is based on reliable identification of specific skills and competencies attributable to the work setting
is granted solely at the prerogative of the public school; no checks or balances on amount or type of credit	is awarded by public schools seeking recommendations from employers, work coordinators, and others; if amount or quality of that credit differs from that recommended, schools must show cause for exceptions
is only for learners for whom the school can claim partial or full FTE during the work experience	is for all learners, pro rata payments to schools through state and local formulas based on school's actual participation in facilitating the learning
is seldom awarded for required courses	is granted for competencies acquired regardless of their relationship to courses
is usually seen as having a qualitatively different (lesser) value than so-called "regular" credit	is fully equivalent in value to credits granted for learning under any setting

Table 3. (Continued)

<u>Present Activities</u>	<u>Future Possibilities</u>
ACADEMIC CREDIT FOR WORK EXPERIENCE...	ACADEMIC CREDIT FOR WORK EXPERIENCE...
is rarely accompanied by letter grades	receives the same extent of learning indicators of quality as any credit granted
is seen as essentially threatening and foreign by many educators	is viewed by educators as a normal and expected part of the school's responsibility
is limited in its application to "special" learners having difficulty accepting regular school conditions	is an expected and widely- pursued alternative for all learners
is awarded as token incentive for youth to seek or retain temporary employment opportu- nities	is seen as viable means for increasing the number and qua- lity of skills acquired in work settings in order to pro- mote occupational and social mobility
is seen as a "special case" for programs or learners who are difficult to accommodate within the norms and structures of the regular school	is viewed as appropriate and integral to the total education experience for all learners

APPENDICES

- A. CETA/LEA AGREEMENT OUTLINE
- B. PROGRAMS LINKING WORK EXPERIENCE WITH ACADEMIC CREDIT
- C. INVITATIONAL WORKING CONFERENCES' PARTICIPANTS
- D. "MODELS" FOR AWARDED ACADEMIC CREDIT
- E. YOUTH EMPLOYMENT TRAINING PROGRAM (YETP) FORMS
- F. A COMPILATION OF INFORMATION FROM SIX SELECTED STATES (CALIFORNIA, FLORIDA, MARYLAND, MICHIGAN, MINNESOTA, NEW YORK)

APPENDIX A
CETA/LEA Agreement Outline

GENERAL

The _____
(school district)

and _____
(prime sponsor)

hereby enter into this _____
(financial or non-financial)

agreement. This agreement will provide services to a total of
(number) youth in the geographic area commonly referred to as
_____. The period
(city, county, region, consortium)

of performance covered by the agreement is from _____
to _____.

I. ASSESSMENT OF EXISTING RESOURCES AND PROGRAMS.

Who needs help?

What is the labor market in the geographic area served?

What community based services are available and who provides them?

What programs similar to the one delineated in this agreement have been provided before?

What has been the evaluation of previous programs and current ones to meet the needs of those to be served?

II. PURPOSE, GOALS, AND OBJECTIVES OF THIS PROGRAM.

Target groups -- number to be served.

How selected -- eligibility.

Components of program.

Services to be provided, to whom -- job information, counseling, guidance, placement, etc.

Operational procedures.

Agencies involved.

Coordination/linkage/liaison activities.

Jobs/work experience situations and relevance to education and career goals of individuals.

Credit (academic) for work experience and competencies gained from same.

Accreditation of education agency.

Follow-up of participants' activities.

III. OUTCOMES AND EVALUATION OF PROGRAM.

Outcome statements -- criteria

Subjective and objective evaluation strategies

Formative, summative, process, outcome, impact evaluation.

Evaluators.

IV. ADMINISTRATION

Staffing -- duties, qualifications

Reports

Review and monitoring

Budgeting

APPENDIX B

Programs Linking Work Experience with Academic Credit

The following is a list of some of the many programs across the United States awarding credit to students for their experiences in the work setting.

Some of the programs (*) are being funded by the U.S. Department of Labor through Youthwork, Inc. Youthwork, Inc. has been established by the U.S. Department of Labor. It will prepare grant application guidelines, review proposals, recommend programs for funding, provide technical assistance, conduct the knowledge development effort, and develop policy recommendations for the Youth Employment and Demonstration Projects Act monies for incentive grants to exemplary programs that help in-school youth prepare for and enter the work world.

The programs funded by Youthwork are studying the major questions surrounding credit and work experience. The results should provide a great deal of concrete knowledge and suggestions for resolving issues and concerns of awarding credit for work experience and competencies derived from those experiences.

Other programs listed are trying different yet successful approaches to bringing together the world of work and the world of education. All the programs should be considered as examples of the many types of efforts underway. As such, they are excellent sources of information to help in the development of a program of work experience and awarding credit for competencies derived from the experiences and time spent in the program.

* Ms. Mary Bacon
Somerset Community College
Somerset, Kentucky 42501

Mr. Maurice E. Wilson
Manpower, Training Division
1450 N.E. 2nd Floor
Miami, Florida 33123

* Dr. Raymond Billingsley
Newton County School District
3187 Newton Drive, N.E.
Covington, Georgia 30209

* Sister Mary Damascene
Madonna College
36600 Schoolcraft Street
Livonia, Michigan 48150

* Ms. Susan Curnan
Smokey House Project
Vermont Department of Education
Danby, Vermont 15739

* Ms. Kathy Harrell
Independent Learning Center
2125 S. 19th Street
Milwaukee, Wisconsin 53215

* Mr. Philip Yourish
Independence High School
179 Van Buren Street
Newark, New Jersey 17105

* Mr. B. C. Vankoughnett
Pontiac School District
350 West Wide Track Drive
Pontiac, Michigan 48053

Mrs. Velma T. Lucero
City of Oakland Office of Economic
Development and Employment
Youth Division
1422 San Pablo Avenue, Room 27
Oakland, CA 94612

* Ms. Cathy Cockrill
Willston Instructional Center
6131 Willston Drive
Falls Church, VA 22044

* Dr. Bryon Schneider
Southwest Secondary School
3410 W. 47th Street
Minneapolis, MN 55419

*Mr. Albert I. Glassman
Executive Director of
Career Education
School District of Philadel-
phia
21 Street and the Parkway
Philadelphia, PA 19103

*Mr. John Green
Executive Director
Education Colloborative for
Greater Boston, Inc. (EDCO)
20 Kent Street
Brookline, MA 02146

Mary D. Van Lear
Larimer County CETA
Youth Employment Programs
419 West Mountain Avenue
Fort Collins, CO

Mr. Jim Beshalske
CETA Youth Programs Office
1222 Madison
Toledo, OH 43604

APPENDIX C

Invitational Working Conferences' Participants

On October 23 (Denver, Colorado) and November 6, 1978, (Columbus, Ohio) invitational working conferences on the topic of Awarding Academic Credit for Work Experience were held.

Nine participants from the western half of the United States met in Denver; thirteen persons from the eastern half of America met in Columbus. The people represented state departments of education, CETA prime sponsors, local school districts, private businesses, community-based organizations and junior colleges.

Their purpose in meeting was to assist the project staff in determining the most significant issues and questions concerning the awarding of credit for work experiences and competencies derived from such experiences. The participants discussed from their experience-based viewpoints the focus of CETA and YEDPA legislation on the awarding of academic credit for work experience competencies. They debated the question of the relationship between manpower/labor training and educational institution training, and granting of credit for various work experiences.

The two groups provided valuable input to direct project staff in addressing the "credit-YEDPA-education" question now being discussed.

Denver, Colorado, October 23, 1978

Arvin Bloom
Colorado State Department
of Education
Denver, CO

Ann Brownlow
APL Project
Austin, TX

Niall Rodgers
Federal Building
Denver, CO

Velma T. Lucero
City of Oakland
Employment and Training
Youth Division
Oakland, California 94612

Brad Helbert, Director
Employment and Training
West Central Texas Council of Govt.
Abilene, TX

Lewis F. Lemmond
Assistant Superintendent for
Instructional Services
Abilene, Texas 76904

Alfred Slater
Oakland Unified School District
Oakland, CA 94606

Mary D. Van Lear
Larimer County CETA
Youth Employment Programs
Fort Collins, CO

Denver, Colorado, October 23, 1978 (Continued)

Homer Sweeney
Fremont U.S.D.
Fremont, CA

Columbus, Ohio, November 6, 1978

Mary Ann Anglin
Albany County Employment
and Training Department
Albany, NY

David Kimmel
Vice President of Personnel
Lazarus
Columbus, OH

George Cieply and Rita Meyer
Executive Director
Education and Work Council
for the Upper Ohio Valley
West Virginia Northern
Community College
Wheeling, WV

Ernest Landis
Director of Vocational Education
Fort Hayes Career Center
Columbus, OH

Mr. Alvin E. Rubin
Bureau of Occupational Educa-
tion Curriculum Development
State Education Department
Albany, NY

Jim Beshalske
CETA Youth Programs Office
Toledo, OH

Dr. William Covert
Manpower Training
Department of Education
Columbus, OH

Susan Curnan
Smokey House Project
Danby, VT

Oscar Hankinson
Division of Career Education
School District of Philadelphia
Philadelphia, PA

Joyce Marriman
CMACAO
Columbus, OH

Dorothy Spencer
Willston Instructional Center
Falls Church, VA

Odella Welch
CETA Prime Sponsor
Columbus, OH

Columbus, Ohio, November 6, 1978 (Continued)

Maurice E. Wilson
Manpower, Training Division
Miami, FL 33132

APPENDIX D

"Models" for Awarding Academic Credit

The "models" for awarding credit for work experience and/or competencies derived from that experience represent the majority of crediting methods now being employed or suggested. These models present the process by which high schools, vocational/technical schools (secondary and postsecondary), community/junior colleges, four year colleges and universities, and other educational agencies and institutions can assess student learning gained via work experience. The methods described by no means are perfect or suitable to every situation. However, adaptation of individual models or a combination of models should produce a viable means of assessing and crediting experiential learning in various circumstances.

Consider these models as tested beginning points for a program. The experiences gained by the institutions which created the listed programs should prove helpful. Further information explaining the models may be obtained from the institutions: The Continuing Education Institute, Brighton, Massachusetts; Cooperative Assessment of Experiential Learning, Princeton, New Jersey; Far West Laboratory, San Francisco, California; Appalachia Educational Laboratory, Charleston, West Virginia; Northwest Laboratory, Portland, Oregon; Research for Better Schools, Philadelphia, Pennsylvania; American Council on Education, Washington, D.C.; New York State Department of Education, Albany, New York; Thomas A. Edison College, Princeton, New Jersey. Complete bibliographic information for each model is presented in the Bibliography, p. 65-68.

The Continuing Education Institute

The Continuing Education Institute (CEI) was initially funded as a pilot project by both CETA and the Adult Basic Education Act (ABE). It is one of few endeavors, within its region, to attempt a comprehensive linkage of different agencies and departments seeking to correct the educational problems confronting the unemployed. It was anticipated that the program, after the first year of implementation would be adopted by the New Bedford Public Schools to become an integral part of the Adult Education Department. It is currently completing this phase.

When the CEI was originally set up, as a cooperative effort between education and labor, it was to be unlike the traditional manpower training programs which offer mostly occupational skill development and very little related basic education. The New Bedford Adult Diploma Program was designed to award credit for skills gained prior to enrollment and also for academic experiences designed for credit. The project is based on the fol-

lowing rationales: "1) that learning and knowledge are acquired throughout a person's lifetime; 2) that a high school prepares a person for a role as an adult by providing an opportunity to learn and acquire certain competencies; and 3) that adults who possess knowledge, skills, and talents should be allowed to demonstrate such competencies rather than be forced to return to a classroom merely to satisfy a particular attendance requirement."¹

The main objectives of the program are: "1) to provide men and women who enter the program with the necessary basic educational skills needed to survive in our society; 2) to assist the student in establishing realistic vocational and career goals; 3) to attempt to raise a person's self image and self esteem by providing feedback and reinforcement of learning that has occurred through life experiences; and 4) to enable a person to earn a regular high school diploma in a time frame consistent with his/her needs and prior education."²

Enrollees are awarded a high school diploma through the New Bedford Public Schools after satisfying the following requirements: "1) Each person must pass a reading competency test showing that he or she can read at a high school level; 2) each person must pass a mathematics examination requiring an understanding of whole numbers, fractions, decimals, percentages, measurements, some algebra and geometry; 3) each person must be able to write grammatically correct letters, compositions, essays, and pass a grammar test; 4) each person must satisfy the Massachusetts state requirement in U.S. history and civics; 5) each person must enroll in the program for at least one term during which time he or she must take a course or do a project; and finally, 6) each person must earn the required 16 Carnegie Units. Persons who cannot pass a competency examination are referred to a class in the New Bedford Evening School, the Onboard Adult Learning Center, or the New Bedford Skill Center."³

Students are awarded credit only when the skills or competencies can be demonstrated outside the classroom. A written methodology has been developed for awarding credit in each of the following life experiential categories: 1) employment; 2) training programs; 3) family health and education; 4) home management; 5) community volunteer experience; 6) proficiency in the fine arts; 7) proficiency in a second language; 8) military service; 9) practical arts; 10) sports; 11) recreation and travel; and 12) independent study or project. The maximum number of credits allowed

-
1. Lloyd David, the New Bedford Adult Diploma Program, pp 4-5.
 2. David, p.5.
 3. Ibid., pp 5-6.

for each is as follows:

Employment	- 4 credits
Training Programs	- 4 credits
Home Management	- 4 credits
Sports, Recreation and Travel	- 2 credits
Family Health and Education	- 2 credits
Proficiency in Fine Arts	- 3 credits
Practical Arts	- 3 credits
Military Services	- 2 credits
Community Volunteer Experience	- 2 credits
Proficiency in Second Language	- 2 credits in each
Independent Study or Project	- 1 credit for each project

The minimum amount of time a student needs to spend in the program to earn a diploma is 12 weeks; the maximum amount is one year. The program is open to anyone 22 years old or older, with the exception of those who are younger but require three or fewer credits to graduate. The Principal of the New Bedford Evening High School reviews each student's portfolio and must give approval for all the diplomas.

Cooperative Assessment of Experiential Learning (CAEL)

CAEL recommends no particular assessment methodology. In nine different areas of assessment methodology however, CAEL does list 21 means of assessing experiential learning. The nine assessment methods areas are:

- . performance tests
- . simulations
- . assessment centers
- . essay examinations
- . objective written examinations
- . interviews
- . self-assessment
- . ratings
- . product assessment

Assessment of student learning via experiential education is somewhat difficult in the context of traditional assessment even with the various methods. However, CAEL suggests that if six steps are followed, in whatever order is appropriate, assessment can be accomplished properly. The six steps proposed are:

1. IDENTIFICATION -- identify learning acquired through experience and define what learning is college level.

2. ARTICULATION -- relate learning to educational goals such as degrees, specific skill development.
3. DOCUMENTATION -- compilation of descriptive record or evidence verifying learning took place.
4. MEASUREMENT -- determine nature and extent of learning.
5. EVALUATION -- decide what established standards of learning are met by experience and whether (or how much) credit should be awarded.
6. TRANSCRIPTING -- describing and recording the learning in a concise and appropriate manner for student and third-party use.

Following these steps in applying any assessment methodology should produce a process beneficial to the student and institution. Further, such a process will adequately and justly interpret learning accomplished via experiential education activities.

The next four models all grew from the innovative career concept of Experience Based Career Education (EBCE) introduced in 1971 by HEW/USOE. The four regional educational laboratories whose models are described were chosen by the National Institute of Education to develop the EBCE concept into an operational and viable curriculum for secondary students. Adhering to whatever curriculum format they preferred, the labs were to design a program which would combine learning activities outside and within the school into a balanced, comprehensive, and individualized secondary curriculum model. Their basic goal was to create a pre-planned avenue for students to learn through the practical application of academic disciplines in the workday world. These four educational models are discussed in terms of their program policies and procedures related to the awarding of academic credit for community work experience.

Far West Laboratory

The Far West Laboratory (FWL) model of Experience Based Career Education (EBCE) is an alternative approach to traditional education which uses the community for its classroom. Students' programs are structured through individualized learning programs built around both public and private sector employment. The individualized learning programs reflect an integration of basic skills, career awareness, and interpersonal skills with the traditional academic subjects. The special project packages are developed by utilizing curriculum goals (local district graduation requirements) and available community learning potential for identifying individualized student goals, objectives and proposed activities.

EBCE students may spend anywhere from 20 to 80 percent of their time in the community, depending upon their individual

needs and interests. Corresponding to the amount of time that they spend in the community are levels of designated depth and duration: 1) orientation to the site; 2) exploration of the site; 3) investigation of the site.

The curriculum design focuses on three core areas:

- 1) Career Development,
- 2) Basic Skills, and
- 3) Life Skills.

The Project Planning Packages in the areas of Life Science, Physical Science, Social Science, Commerce, and Communications Media provide guidelines for new project developments that can acceptably integrate the three core areas into a student's program. Program completion requirements are individually based on local graduation requirements and their relation to a student's interests, needs and abilities. Students are not required to complete all the projects; rather, the number, scope and depth will always vary according to each individual.

Each project must be evaluated by a number of certifiers, that is, employers, skill specialists, and learning coordinators. In addition, students may receive credit for successful participation in seminars, workshops, and tutorials. Ratings and checklists are used to monitor a student's program and the learning coordinators must base their evaluations on observations, evaluation of final products, and employer or staff verifications.

Appalachia Educational Laboratory

The Appalachia Educational Laboratory offers an EBCE (Experience-Based Career Education) curriculum which primarily designs experience for credit. The program is designed around the basic courses required by most traditional high schools. Five major course areas (Career Education, English/communications, mathematics, natural science, and social science) form the basis for the concept/inquiry oriented curriculum, and the academic course work is integrated with career exploration experiences into the community.

For each of the five course areas, academic concepts, sub-concepts, and objectives have been developed in order to define the basic course content. Community resources or "work sites" are identified for their learning potential through a process called "Experience Site-Analysis". The available knowledge at any one site is written into single task-description statements to enable learning coordinators to assess accurately each individual site for its learning potential. These task statements

are then integrated with the recommended academic objectives into a total individualized learning program for the student. Students typically spend 70 to 80 percent of their time in the community completing their individualized academic or career programs.

The major mechanism for documenting and delivering academic objectives is the Activity Sheet. The Activity Sheet is a single-page learning plan designed to coordinate the academic objectives with a specific community site, so that the learner's progress can be precisely measured. Completed Activity Sheets are evaluated in four areas: 1) goal (time); 2) student progress in applying the inquiry approach to learning; 3) the finished product; and 4) an overall average evaluation. Personalized counseling, discussions, and negotiation are all strategies utilized both in developing and evaluating Activity Sheets.

The evaluation procedures focus on a point system which correlates with the amount of credit needed. One half credit, in any discipline, is equal to one hundred points; so that a full credit would be equal to two hundred points. It appears that students earn credits through a rather subjective rating process, even though there are certain limitations to the amount of credit a student can earn for one Activity Sheet. Students typically earn five points for a discipline which is not the major focus of an activity sheet. The Activity Sheets are rather short-term learning plans, so that the average student can finish two to four Activity Sheets in one to two weeks. Therefore, a student can earn anywhere from 20 to 50 points in that short span of time. When the points are totaled at the end of the year, 100 points equal one half Carnegie Unit, while 200 points equal one Carnegie Unit.

Northwest Regional Educational Laboratory

The Northwest Regional Education Laboratory offers an Experience Based Career Education alternative program which is entirely comprehensive in nature. The curriculum delivery focuses on three areas:

- 1) Basic Skills;
- 2) Life Skills;
- 3) Career Development.

Because students spend about 50 percent of their time on community learning sites and because their experiences are designed for credit, it is important that teachers be aware of the learning potential available in the community. The program uses a detailed task analysis procedure for identifying learning potential within the community, which then becomes the basis for developing individual students' learning objectives. Learning strategies

used for delivering the instruction include career explorations, projects, learning and skill building levels, competency certification, student journals and world of work seminars. Each student's learning plan contains specific objectives which reflect the goals of the three curriculum areas integrated with the student's needs, interests and abilities.

The specific program completion requirements of EBCE models have been accepted by many state and local education agencies as being equal to traditional program standards. The program completion requirements include completion of two projects in all the Life Skills areas -- creative development, critical thinking, personal/social development, science, and functional citizenship. Each project must also include Basic Skills activities. In addition to spending a minimum of 15 hours per week in the community, students must complete a minimum of five career explorations and one learning level per year. Finally, a set of thirteen "competencies" must also be completed by the student. These competencies include such basic survival skills as purchasing insurance, budgeting, and auto mechanics.

Research for Better Schools

Research for Better Schools operates an EBCE program designed to complement the regular school curriculum. Students spend approximately twenty percent of their school week in the community where they expand their perceptions of the world of work through explorations (group mini courses) and specializations (independent study projects). In addition, an Academic Resource Center is provided in-house to facilitate career development, group guidance, and basic skills instruction in math and English. All other subject matter is delivered through the basic school curriculum.

At the present time, the RBS/EBCE model is being revised to deliver core academic subjects centered around actual work experience in the community. The modification will focus on the issue of how learning activities at the work site can be structured around the competencies required from graduation. The new RBS/EBCE model will be implemented throughout the Philadelphia Public School System.

American Council on Education Guide to the Evaluation of Educational Experiences in the Armed Forces

The 1974 edition of the Guide to the Evaluation of Educational Experiences in the Armed Services initiated a new system

of continuous evaluation for formal military training experiences. In addition, this latest edition acknowledges the significance of an all volunteer military force by recognizing the need for developing a more effective inducement. The Guide ultimately provides the opportunity for career service men and women to integrate formal military training with the pursuit of a civilian degree at a number of educational institutions throughout the country.

The Guide contains an inventory of all courses available through the Department of Defense and other branches of the armed services, with recommendations for their equivalent credit in the corresponding categories of post-secondary education.

The primary document utilized for evaluating a course is the syllabus developed by the military service. The courses are evaluated by teams of three subject matter specialists. There are two major goals which these evaluators strive to meet: the formulation of a credit recommendation and the development of a course description. Included in the credit recommendation are "the category of credit, the number of semester hours recommended, and the proper subject area."

In determining the appropriate credit recommendations, the panel must examine each course for the following criteria:

- A. Antecedent Data -- the status of a student prior to his/her taking course: for example, his/her aptitude, previous education and experience. Course facilities, equipment and personnel are also important antecedents.
- B. Transaction Data -- the succession of student encounters with teachers, learning materials/resources, counselors, and employers. These conditions are also reflected through class discussions, Laboratory techniques, and test administration.
- C. Outcome Data -- the conclusive abilities, achievements, and attitudes from the educational experience, especially the extent to which goals/objectives can predict the final cognitive, affective, perceptual, or psychomotor outcomes.

Even though semester hour credit recommendations are not solely derived from a mathematical conversion, American Council on Education (ACE) evaluators apply the following guidelines with a certain amount of latitude.

- 1) One semester credit hour is equivalent to fifteen hours of classroom contact plus thirty hours of outside resource preparation; or

- 2) one semester credit hour for each thirty hours of laboratory instruction and hands-on experience plus the necessary outside preparation normally equivalent to an additional fifteen hours; or
- 3) one semester credit hour for at least forty-five hours of shop instruction/contact.

In determining the category of credit, ACE evaluators must also adapt the following guidelines when necessary:

- 1) Vocational-Certificate -- Vocational education is identified as contact hours or semester credit hours. Since the primary objective of vocational education is to prepare an individual for a prescribed vocation, it appears that the course content would be more practical/procedural, or applied. The emphasis is placed on cognitive and manual job preparation for successful performance.
- 2) Technical-Associate Degree -- (encompasses all lower division baccalaureate). This category includes all collegiate coursework designed for an occupationally oriented associate degree and also introductory level course work transferable to a baccalaureate. Courses at this level prepare a student to function as a technician in a specified area. Technician instruction is well known for its analytical nature, requiring expertise in math, science, and language. The focus is on learning, through laboratory based instruction, principles which can be generalized.
- 3) Upper Division Baccalaureate Degree -- Courses in this area generally require a specialization that is beyond the course introductory level. Successful performance normally necessitates prior study in the area of specialization.
- 4) Graduate Degree -- Courses in this area tend to be rigidly oriented towards independent study, original research, critical analysis, and the professional application of specialized knowledge within a discipline. Students normally enroll subsequent to receiving a baccalaureate.

The Commission does not recommend secondary credit for military service or basic training per se. However, it does recommend that the physical education experiences performed during six months or more of military service be accepted in lieu of the mandatory high school requirements for physical education or hygiene and health education.

New York State Department of Education

The New York State External High School Diploma Program, developed at the State's Department of Education, is a competency-based assessment system which grants adults a local high school degree upon demonstration of certain required skills and competencies. The program's evaluation procedures emphasize the acquisition and mastery of both job-entry level skills and basic academic course work. The assessment procedures focus on identifying skills that an adult has acquired through his/her past "life experiences". Therefore, it appears that the New York State External High School Diploma Program primarily awards credit for prior experience. The program will, however, offer to candidates who lack the basic required levels of competencies structured learning periods utilizing community resources. So it appears that any candidate seeking to develop new skills, in addition to his/her present demonstrable competencies, will find the program applicable.

The assessment procedures are designed to measure two sets of competencies. The area of Generalized Competencies encompasses both basic and life skills: reading, math, science, consumer education, citizenship, health awareness, and occupational adaptability. The area of Individualized Competencies recognizes those advanced special skills that adults may develop in three areas: Occupational/vocational skills, advanced academic/college readiness skills, or a specialized competency in either music, art, or community service. The candidate must demonstrate a minimum proficiency level in all of the Generalized Competencies and in one of the Individualized Competencies.

Completion requirements for the Generalized Competencies include successfully demonstrating 64 items of proficiency levels through assigned tasks and diagnostic testing.

Completion requirements for the Individualized Competencies entail successfully demonstrating one of the following three options:

- 1) Occupational/Vocational Skills -- Candidates must present a letter of verification from an employer documenting one year of successful employment; or proof of a current New York State occupational licensing; or stage a demonstration of successful skill performance through an interview. The latter requires a master craftsman in the selected field to identify entry level job criteria and to supervise the candidate's performance evaluation.
- 2) Advanced Academic/College Readiness -- Candidates must demonstrate advanced academic skills applicable to col-

- lege evaluation criteria, or present documentation of acceptable standardized test scores.
- 3) Specialized Competencies -- Candidates must present documentation of advanced skills in music, art, or community service, to an expert in the selected field.

Upon satisfactory demonstration of the competencies described above, the candidate's cumulative record is reviewed by a trained assessor. The approved record must then be evaluated by a Regional Committee and presented to local school board officials for final endorsement for the awarding of a high school diploma.

Persons over eighteen who have dropped out of school are eligible for the program, but the bulk of its beneficiaries appear to be in the 43rd percentile of Central New Yorkers 25 years of age or older.

Thomas A. Edison College

Thomas A. Edison College, as an external degree college, does not offer classroom instruction or correspondence courses. It is one of nine New Jersey state colleges, and like the other eight it is authorized by the State Board to grant college credits and degrees. Thomas Edison has no full time faculty; instead it depends upon academic councils (made up of college instructors and administrators) to determine its degree requirements. Its purpose is to verify and to authorize college level learning without regard to where or how that learning was acquired.

The evaluation process primarily focuses on the awarding of academic credit for prior experience. In addition to the assessment, the college provides a detailed analysis of the candidate's course equivalency to specific degree requirements.

The college offers several procedures for conducting the assessment of a candidate's knowledge/skills. The College operates under the policy that credit will be awarded for any skills or competencies resulting from a candidate's various experiences. Applicants are required to demonstrate their abilities/skills, and on the basis of their performance they are awarded credit. It is important to note here that many institutions award credit for documentation of "life experiences" rather than achievement. Edison College emphasizes that even though candidates may be able to document past occupational/academic experiences, they will in reality earn credit only for what they have retained or learned. In summary, Edison College stresses the content of a learning situation as opposed to the process.

Applicants can receive credit for their skills through a variety of educational experiences, the most frequent being the transfer of credits for course work completed at another university or college. Degrees offered by the College are measured in semester hours. Generally speaking, Edison College awards credit in the form of semester hours, which represent approximately fourteen to eighteen hours of classroom instruction.

Candidates are provided the opportunity for entering an Individual Assessment Program for taking a variety of college level examinations offered by Edison College. In addition, the College has evaluated several educational programs which award certificates or licenses in order to determine their equivalent college credit. Hospital Based R.N. Programs and the Federal Aviation Association Program are just two of several.

APPENDIX E

Youth Employment Training Program (YETP) Forms¹

- 1) Training Agreement
- 2) Work Appraisal Form
- 3) Granting Academic Credit to CETA Students

1. Reproduced with permission from the Dade County Public Schools, Division of Vocational and Adult Education.

COMPREHENSIVE EMPLOYMENT TRAINING ACT (CETA)

DADE COUNTY PUBLIC SCHOOLS
Division of Vocational and Adult Education
1450 Northeast Second Avenue
Miami, Florida 33132

YOUTH EMPLOYMENT TRAINING PROGRAM (YETP)
TRAINING AGREEMENT

Firm _____
Company Name Phone

Address _____
Street City State Zip Code

Agrees to employ _____
Student-Learner Age Address

School _____
Address Phone

TRAINING ACTIVITIES

The above named firm and/or employer agrees to furnish on-the-job training for
_____, a student-learner as a _____
Name of Student Job or Occupational Area

The teacher-coordinator in cooperation with the employer shall develop a training plan outlining training activities to be pursued by the student-learner.

The training period will commence on or about _____
Starting Employment Date
and will continue through _____
Projected Completion Date of Training Period

WAGES AND HOURS OF EMPLOYMENT

The starting wage will be \$ _____ per hour. Wages, training and program operation will be conducted in compliance with the Child Labor provisions of the Fair Labor Standards Act, and the Florida Child Labor Laws.

SUPERVISION

The employer agrees to assign a supervisor that will be responsible for the training of the student. As this program is operated in cooperation with _____ High School, it will be necessary for the teacher-coordinator to periodically observe and evaluate student progress. In the event any party fails to fulfill the intent of the agreement, the agreement may be cancelled.

Teacher-Coordinator

Employer

Student-Learner

Parent/Guardian

Date of Agreement

COMPREHENSIVE EMPLOYMENT TRAINING ACT (CETA)
Dade County Public Schools
Division of Vocational and Adult Education
1450 Northeast Second Avenue
Miami, Florida 33132

YOUTH EMPLOYMENT TRAINING PROGRAM (YETP)

EMPLOYER RATING OF STUDENT

WORK APPRAISAL FORM

Student-Learner

Job Title

Training Agency

School

Program

Teacher-Coordinator

Place a check in the square which best describes the student's present performance.	EXCE- LLENT	VERY GOOD	GOOD	FAIR	UNSATIS- FACTORY
PERSONAL APPEARANCE					
HONESTY					
ATTENDANCE AND PUNCTUALITY					
RESOURCEFULNESS - INITIATIVE					
DEPENDABILITY					
ATTITUDE					
KNOWLEDGE OF DUTIES					
ABILITY TO FOLLOW INSTRUCTIONS					
ABILITY TO WORK WITH OTHERS					
PRODUCTIVITY - QUANTITY OF WORK					
ACCURACY OF WORK PERFORMED					
HOUSEKEEPING - ORDERLINESS AND CLEANLINESS OF WORK AREA					
OVER-ALL PERFORMANCE (Check One)					

The Teacher-Coordinator will use this form for evaluation purposes. Please note any characteristics, habits or mannerisms that you feel the Teacher-Coordinator should discuss with the student-learner.

Comments: _____

Signature of Evaluator

85

Position 93

Date

COMPREHENSIVE EMPLOYMENT TRAINING ACT (CETA)
YOUTH EMPLOYMENT TRAINING PROGRAM (YETP)

Dade County Public Schools
Division of Vocational and Adult Education
1450 Northeast Second Avenue
Miami, Florida 33132

Granting Academic Credit to CETA Students

Students enrolled in the Youth Employment Training Program (YETP) and are presently enrolled in an in-school program and meet eligibility requirements as determined by the Department of Labor (DOL) may be considered for enrollment into YETP. Occupational areas of training in the classroom include the following:

1. Agri-Business
2. Business Occupations
3. Distributive Occupations
4. Diversified Occupations
5. Health and Public Service Occupations
6. Home Economics Education
7. Industrial Occupations

Those students enrolled in a bonafide vocational course as listed above will be awarded academic credit for those courses that are correlated with the work experience or on-the-job training activity pursued by the student. CETA enrollees may be granted academic credit as illustrated below:

Course	Grade Level	Academic Credit	
Typing	11-12	1 unit	
English	11-12	1 unit	(courses will vary according to occupational goal)
Employability Skills	11-12	1 unit	
Job Related Information	11-12	1 unit	
CETA On-the-Job Training	11-12	1 unit	

Those CETA student enrolled in approved courses and have been accepted into the Youth Employment Training Program (YETP) may be awarded up to five (5) academic credits which apply towards high school graduation.

APPENDIX F

A Compilation of Information from Six Selected States

(California, Florida, Maryland, Michigan, Minnesota, New York)

California

- I. Historical background of experience with granting educational or academic credit for (a) work experience, (b) alternate approaches toward meeting course requirements for the high school diploma, (c) non-traditional educational experience (i.e., community service).

A. Work experience:

Secondary

Following the report of the California Joint Committee on Work Experience, composed of approximately 18 representatives of the major educational associations at the secondary level, the state board of education in May 1942, adopted the California Administrative Code, Title 5, Education, Section 93, pertaining to work experience education.

Community College

Prior to 1925, only two comprehensive junior colleges had cooperative education programs, one of which was Riverside Junior College (now Riverside City College) in California. Cooperative education, with its flexibility in combining work and study within the education process, is well suited to the philosophy of the community colleges.

B. Alternate approaches toward meeting course requirements for the high school diploma.

Secondary

This requirement also applies to adult educational programs. Proficiency testing for students wishing to leave high school early and the General Education Development testing (GED) program are both available.

Community College

1971 regulations guide the California Community College Chancellor's Office course and program review and approval procedures. The regulations stipulated "a college credit course" meet a number of requirements, including that which states the course be part of an approved educational program.

C. Non-traditional education experience.

Secondary

An independent study program is under the coordination, evaluation and general (but not immediate) supervision of an employee of the district who possesses a valid certification document. The school district approves programs within the rules and regulations adopted by the state board of education. The components of each independent study program for each pupil shall be

in writing. The pupil must be enrolled in a high school program under minimum school day state provisions.

Community College

The coordinated instruction system (CIS) provides an integrated, self-contained system of instruction using a variety of teaching methods and media but without the instructor's immediate supervision.

The CIS system will be replaced January 1, 1979, by an independent study program in which the community college district will approve any independent study course within the rules adopted by the board of governors of the California Community Colleges.

- II. State's specific laws, policies, rules, regulations or guidelines as they apply to granting educational or academic credit for (a) work experience, (b) alternate approaches toward meeting course requirements for the high school diploma, (c) non-traditional educational post-secondary level and vocational education.

A. Work experience.

Secondary

The Education Codes and California Administrative Regulations (Title 5) places the awarding of academic credit with the school authorities that grant the diploma.

The Hart Bill introduced statewide requirements for graduation. The Education Code Section 51225 also states that no student shall receive a diploma who has not completed the requirements as prescribed by the governing board.

Additionally, the LEA may allow students, within approved procedures, to complete the prescribed course of study through alternative means such as practical demonstration of skills and competencies, work experience or other outside school experience, interdisciplinary study, independent study, and credit earned at a post-secondary institution.

Furthermore, California has a cooperative vocational program which combines relevant work experience with related instruction that enables students to acquire the knowledge, skills, and attitudes necessary to enter and/or progress in a chosen occupation.

Community College

The governing board of a community college district may award the degree of associate in arts to a student in grades 13 or 14 who has completed a specified number of hours or work in an approved curriculum in an occupational subject.

Under provisions of the Education Code, the district may grant credit to students enrolled in a community college for the satisfactory completion of cooperative work experience education coordinator and meet other SDE rules.

- B. Alternate approaches toward meeting course requirements.
- C. Non-traditional education experience.

Secondary

Title 5 regulations relate to various types of credit an LEA may grant, such as correspondence instruction, military experience, apprenticeship activities.

Community College

The Education Code provides that the governing board within the rules and regulations prescribed by the board of governors of the California community colleges, may authorize credit for instruction by correspondence and through examination to students who are enrolled in the regular day schools.

- III. Anticipated development and approximate date of additional legislation, rule, regulations or policies in the granting of educational or academic credit for (a) work experience, (b) alternate approaches toward meeting course requirements for the high school diploma, (c) non-traditional experience as it concerns general education at the secondary and post-secondary level and vocational education.

With the exception of competency based high school diploma programs being developed at the secondary level, both the secondary and community college educational systems, at least for the present time, probably will maintain existing programs due to the passage of Proposition 13, the tax limitation initiative. Proposition 13 and the new 1978 CETA Amendments may cause some new planning and program development during the 1978/1979 fiscal year.

- IV. Plans designed to implement the CETA program and the YEDPA program in particular which require the state department of education to approve the procedures concerning the granting of academic credit as in Sec. 103a (16) of the 1978 CETA Amendments.

In September of 1977, Governor Brown signed AB 1398, Youth Employment and Development Act. Within this legislation, funds were provided for projects to serve disadvantaged unemployed youth. Federal and state funds will be used to implement one comprehensive youth program. While the federal law mandates a relationship between education at the local level and the Department of Labor (DOL), the state law establishes a relationship between the State Department of Education and the Employment Development Department (or state counterpart of the DOL).

- V. Assessment of the degree of your state's interests or concerns with the granting of educational or academic credit for (a) work experience, (b) alternate approaches toward meeting course requirements for the high school diploma, (c) non-traditional education experiences.

The time is very good for building cooperative youth programs. California educational opportunity programs and the federal Upward Bound program, encouraging access to post-secondary education for disadvantaged youth, are growing substantially. Recent state legislation enables LEAs to finance alternative curriculum for high school truants and dropouts. Community college legislation increased support for non-traditional instructional programs.

Past programs have attempted to "treat" specific problems in a fragmented fashion: temporary make-work jobs, secondary schools that often assume that "more of the same" will eventually motivate the truant or dropout, the vocational schooling which provides specialized training distant from the workplace. There is now the collective opportunity to implement

thoughtful programs providing holistic, rather than fragmented, learning and work experiences.

Florida

- I. Historical background of experience in granting educational or academic credit for (a) work experience, (b) alternate approaches toward meeting course requirements for the high school diploma, (c) non-traditional educational experience (i.e., community service).

Long experience with awarding academic credit for work experience at the secondary level. LEAs have operated diversified cooperative training programs for over 20 years. Approximately five percent of secondary students participate in work experience programs. Several school districts report that over 50 percent of high school students participate in some form of vocational education. Greatest number and variety center in the large, urban districts.

All cooperative programs require successful completion of basic skills course work in the classroom prior to any credit for work experience. Classes involving subjects such as math or English may be used to fulfill the basic core requirements of the high school curriculum. If the classroom material is outside the core area, it may only qualify as elective hour credit.

- II. Summary of state's specific laws, policies, rules, regulations or guidelines as they apply to granting of educational or academic credit for (a) work experience, (b) alternate approaches toward meeting course requirements for the high school diploma, (c) non-traditional educational experience as it concerns general education at the secondary and post-secondary level and vocational education.

A. Work Experience:

Secondary

Statutes and state board rules authorize LEA to determine extent of academic credit for work experience in cooperative education and to develop

the programs themselves. SDE acts in primarily advisory capacity. LEA initiative results in variation of cooperative education programs.

B. Alternate approaches toward meeting course requirements:

C. Non-traditional educational experience:

Secondary

Little authority for the granting of academic credit for non-traditional education experiences. However, Florida Administrative Code authorizes LEA to award up to two high school credits for military experience. In addition, the rules provide students with the opportunity to earn credit for performance on standardized tests.

Community College

Florida administrative rule provides students with opportunity to earn credit for performance on standardized tests which may exempt them of up to 25% of their course requirements.

III. Anticipated development, and approximate date of additional legislation, rule, regulations or policies in the granting of educational or academic credit for (a) work experience, (b) alternate approaches toward meeting course requirements for the high school diploma, (c) non-traditional experience as it concerns general education at the secondary and post-secondary level and vocational education.

None are anticipated.

IV. Plans designed to implement the CETA program and the YEDPA program in particular which require state department of education to approve the procedures concerning the granting of academic credit as in Sec. 103a (16) of the 1978 CETA Amendments.

SDE acts in primarily advisory capacity to LEA. Procedures were developed at LEA/prime sponsor level.

- V. Assessment of the degree of your state's interest in or concern with the granting of educational or academic credit for (a) work experience, (b) alternate approaches toward meeting course requirements for the high school diploma, (c) non-traditional education experiences.

A. Work Experience:

Secondary

Cooperative work experience programs are widely supported. Vocational and basic skills education both are very popular.

Community College

In light of declining enrollments, some reluctance to grant academic credit for work experience.

B. Alternate approaches toward meeting course requirements:

Secondary

No opposition to the use of basic job skills classes to fulfill core requirements as long as they fall within the core area.

C. Non-traditional education experiences:

Secondary

Support of non-traditional experience varies.

Maryland

- I. State's experience with granting educational or academic credit for (a) work experience, (b) alternate approaches toward meeting course requirements for the high school diploma, (c) non-traditional educational experience (i.e., community service).

A. Work experience:

Secondary

In addition to earning credits during the regular

school day and year, credits may be earned through such programs as: summer school, evening school, correspondence courses, tutoring, examination, work study programs or experience outside the school.

Community College

Individual colleges have autonomy in granting credit for work and related experience.

B. Alternate approaches:

Secondary

Possible alternatives to four year enrollment also exist, namely: accelerated twenty credit program, early college admission program, early admission to approved vocation, technical, or other post-secondary school job entry training program, General Educational Development Testing (GED) program.

Local school systems have the authority to award credit within the state board graduation requirements. The state department of education grants credit directly through the GED process and through an external diploma process.

The SDE provides training and technical assistance to LEAs in the installation of experience based career education as an alternative education process, especially for students with special

needs--gifted and talented, handicapped and economically disadvantaged.

Community College

Most colleges do provide credit through the College Level Examination Program (CLEP) and direct examination.

- II. State's specific laws, policies, rules, regulations or guidelines as they apply to granting of educational or academic credit for (a) work experience, (b) alternate approaches toward meeting course requirements for the high school diploma, (c) non-traditional educational experience as it concerns general education at the secondary and post-secondary level and vocational education.

A. Work experience:

Secondary

The constitution gives the state board the authority to determine the elementary and secondary educational policies and to adopt bylaws, rules and regulations for the administration of the public school system which, when adopted and published, have the force of law. The state department has developed guidelines applying to credit for work experience.

Community College

Academic or educational credit must be awarded in accordance with the State Board for High Education's Minimum Standards for Two Year Colleges.

- III. Anticipated development and approximate data of additional legislation, rules, regulations or policies in the granting of education or academic credit for (a) work experience, (b) alternate approaches toward meeting course requirements for the high school diploma,

(c) non-traditional experience as it concerns general education at the secondary and post-secondary level and vocational education.

In January of 1977, the state board adopted Project Basic as the number one priority of the Maryland State Department of Education. The mission of Project Basic is to establish by 1982 competency based graduation prerequisites in five areas of human activity: basic skills, survival skills, citizenship skills, skills in preparation for the world of work and leisure skills. A plan for the implementation of Project Basic has been developed and is on schedule.

An important aspect of Project Basic will be the development of assessment tasks and instructional materials for each of the specified competencies. A variety of assessment procedures will be used.

At the community college level, revisions are currently being made in the minimum standards. If approved, they will go into effect on July 1, 1979.

- IV. Plans designed to implement the CETA program, and the YEDPA program in particular, which require the state department of education to approve the procedures concerning the granting of academic credit as in Sec. 103a (16) of the 1978 CETA Amendments.

State Superintendent has provided strong leadership in encouraging local school systems to become actively involved in carrying out the provisions of YEDPA. In addition, the instructional divisions of the SDE (instruction, special education, vocational-technical, and compensatory, urban and special programs) are specifying and carrying out the departments's responsibilities in relation to CETA generally and to YEDPA specifically.

At the community college level no plans have been made up to this time.

- V. Assessment of the degree of your state's interest in or concern with the granting of educational or academic credit for (a) work experience, (b) alternate approaches toward meeting course requirements for the high school diploma, (c) non-traditional educational experiences.

There is a high degree of interest in this area and

major programs and activities have been initiated as a result of this interest: the state's graduation requirements, which enable credits to be earned through a variety of traditional and non-traditional procedures; the competency based educational program known as Project Basic; the support of alternative experience and community based educational programs and the external diploma.

The State Board for Community Colleges has been very interested over the past four years.

Michigan

- I. State's experience with granting educational or academic credit for (a) work experience, (b) alternate approaches toward meeting course requirements for the high school diploma, (c) non-traditional educational experience (i.e. community service).

A. Work experience:

Secondary

Michigan, through the state's 540 school districts, has awarded academic credit for work experience. This credit has usually been for school related employment e.g. cooperative vocational education program, in-school work, work experience programs, CETA programs servicing in-school youth. Each individual district determines what credit is awarded and for what experiences. In some cases this is influenced by laws concerning state school aid, categorical programs and accreditation standards.

- B. Alternate approaches toward meeting course requirements:

Credit for military experience, community service, family skills in the case of parents and previous employment.

- II. Summary of state's specific laws, policies, rules, regulations and guidelines as they apply to granting of educational or academic credit for (a) work experience, (b) alternate approaches toward meeting course requirements for the high school diploma, (c) non-traditional educational experience as it concerns general education at the secondary and post-secondary level and vocational education.

In all cases the state code and statutes provide the district with the option of granting academic credit. Indirectly, the state may influence the granting of credit through the state school aid appropriations and the specific programmatic requirements of categorical programs including vocational education.

Community colleges have often recognized non-traditional experience by awarding advanced placement and "institutional credit". However, this credit is not always transferrable to other two or four year institutions.

- III. Anticipated development and approximate date of additional legislation, rules, regulations or policies in the granting of educational or academic credit for (a) work experience, (b) alternate approaches toward meeting course requirements for the high school diploma, (c) non-traditional experience as it concerns general education at the secondary and post-secondary level and vocational education.

No statutory changes are anticipated.

- IV. Plans designed to implement the CETA program and the YEDPA program in particular which require the state department of education to approve the procedures concerning the granting of academic credit as in Sec. 103a (16) of the 1978 CETA Amendments.

The state's role with respect to section 103a (16) of the CETA amendments probably will not change significantly. While we have reviewed the legislation, no major decision will be made pending receipt of the final rules and regulations regarding CETA.

- V. Assessment of the degree of your state's interest in or concern with the granting of educational or academic credit for (a) work experience, (b) alternate approaches toward meeting course requirements for the high school diploma, (c) non-traditional educational experience.

We have become increasingly interested in the granting of academic credit and have explored and piloted many different approaches including non-traditional degree programs, external degrees and CLEP.

Minnesota

- I. Historical background of experience with granting educational or academic credit for (a) work experience, (b) alternate approaches toward meeting course requirements for the high school diploma, (c) non-traditional educational experience (i.e. community service).

A. Work experience:

The local district has been responsible for determining the amount of credit that is granted for work experience.

- B. Alternate approaches toward meeting course requirements for the high school diploma:

Three units in the communication skills are required for graduation. For those who need basic skills, reading can be used to fulfill this requirement.

C. Non-traditional educational experience:

Minnesota requires a six-hour day but some of this time can be spent out of the school building. Students may earn credit for graduation through non-employment community based programs. Through planning with a teacher, the student may earn credit for instructional services that are community service type. The students must be accountable to the school and the school must be responsible for the learning experience of the students.

- II. Summary of state's specific laws, policies, rules, regulation or guidelines as they apply to granting of educational or academic credit for (a) work experience, (b) alternate approaches toward meeting course requirements for the high school diploma, (c) non-traditional educational experience as it concerns general education at the secondary and post-secondary level and vocational education.

A. Work experience:

Secondary

There is no rule that applies to the granting of educational credit for an approved vocational education cooperative program. Chapter 5A Secondary Vocational rules pertain specifically to the criteria for program approval. For example, a vocational cooperative program or work experience program must include a seminar which shall consist of a minimum of 50 minutes per day or 250 minutes per week.

When the seminar convenes two or fewer times per week, minimum of 200 minutes is required.

Community College

Chapter Six Post Secondary Vocational Technical Education Administrative rule refers to internship programs.

B. Alternative approaches toward course requirements:

Secondary

Educ. 40 communications skills courses are required for graduation. Reading, speaking, writing, listening and communication are considered basic skills.

C. Non-traditional experiences:

Secondary

Educ. 44 refers to non-employment community based programs at the senior high level.

III. Anticipated development and approximate date of additional legislation, rules, regulations or policies in the granting of educational or academic credit for

(a) work experience, (b) alternate approaches toward meeting course requirements for the high school diploma, (c) non-traditional experience as it concerns general education at the secondary and post-secondary level and vocational education.

Present policy to allow school districts to determine credit is supported by the vocational division.

No additional change is expected in the near future in the area of basic skills or non-traditional education experiences. Present rules allow a great range of flexibility.

- IV. Plans designed to implement the CETA program and the YEDPA program in particular which require the state department of education to approve the procedures concerning the granting of academic credit as in Sec. 103a (16) of the 1978 CETA amendments.

The Minnesota Department of Education is currently compiling a document of procedures for approving "academic credit" policies developed by the LEAs.

- V. Assessment of the degree of your state's interest in or concern with the granting of educational or academic credit for (a) work experience, (b) alternate approaches toward meeting course requirements for the high school diploma, (c) non-traditional education experiences.

Committees representing educators from the junior high, senior high, vocational training institutes and prime sponsor personnel developed sample policies for work experience within vocational education including mentally handicapped students to receive credit for work/education experience. Students can substitute a course of reading rather than English if their reading ability score is at the third grade level. In addition, the educational cooperative program is designed for the dropout students.

New York

- I. State's experience with granting educational or academic credit for (a) work experience, (b) alternate approaches toward meeting course requirements for the high school diploma, (c) non-traditional educational experiences (i.e. community service).

A. Work Experience:

The Bureau of Agricultural Education in 1910 began the work experience program in New York State. Other bureaus began cooperative education programs, until by 1974 there were a total of 403 work experience/cooperative education programs.

For the next few years, however, the number generally decreased. But with the passage of the 1977 Amendment to the CETA, interest has increased

In most of the work experience programs in New York State, students may earn one unit of Regents credit for each 300 hours of on-the-job supervised work experience.

B. Alternate approaches toward meeting course requirements for the high school diploma:

(Please see bibliographic reference: New York....)

C. Non-traditional educational experience:

(Please see bibliographic reference: New York....)

II. Summary of state's specific laws, policies, rules, regulations or guidelines as they apply to granting of educational or academic credit for (a) work experience, (b) alternate approaches toward meeting course requirements for the high school diploma, (c) non-traditional educational experience as it concerns general education at the secondary and post-secondary level and vocational education.

"The Minimum Requirement for School in New York State" cover, but are not limited to, attendance, length of school year and school day, teacher load in high school, subjects of instruction required by statute, subjects of instruction required by Regents rules and Commissioner's regulations, examinations and high school diploma requirements (including the school equivalency diploma).

Although the school to employment programs are limited to school dropouts and potential dropouts, the regulations are used in the other work experience, cooperative education programs.

- III. Anticipated development, and approximate date of additional legislation, rules, regulations or policies in the granting of educational or academic credit for (a) work experience, (b) alternate approaches toward meeting course requirements of the high school diploma, (c) non-traditional experience as it concerns general education at the secondary and post-secondary level and vocational education.

There is a continuing internal policy review in these areas.

- IV. Plans designed to implement the CETA program and the YEDPA program in particular which require the state department of education to approve the procedures concerning the granting of academic credit as in Sec. 103a (16) of the 1978 CETA Amendments.

A pattern of cooperation at the county level is emerging. DOL/CETA/YEDPA directors are working with the administrators of the larger LEAs and with the directors of boards of cooperative education who represent smaller component school districts. Many of the large LEAs already have approved work experience programs in place. The smaller component high school principals are being assisted with applications for approval of work experience programs in order to be able to grant academic credit to their participating students.

- V. Assessment of the degree of your state's interest in or concern with the granting of educational or academic credit for (a) work experience, (b) alternate approaches toward meeting course requirements for the high school diploma, (c) non-traditional education experiences.

CETA funding is being welcomed in any school district where reductions in school budgets are eliminating such positions as work experience coordinator and causing fewer counselors and teachers to be available to supervise student workers and to teach the related classroom instruction. In addition to student wages, YEDPA is providing certified teacher-technical assistance to help the LEA coordinator with the paper work, related classroom instruction, and on-the-jobsite supervision. This cooperative arrangement meets the requirements and fulfills the objectives of DOL/CETA/SDE and keeps the control of the awarding of academic credit for work experience programs in the hands of the local high

school principals.

In addition, incentive grants have been received to develop and demonstrate exemplary inschool youth training programs during the 1978-79 school year, with particular emphasis upon academic credit for work experience.

Curriculum is being developed with the assistance of the SDE to provide instruction in the life and coping skills and in the basic competencies of mathematics, writing and reading.

Committees representing educators from the junior high, senior high, vocational training institutes and prime sponsor personnel developed sample policies for work experience within vocational education including mentally handicapped students to receive credit for work/education experience. Students can substitute a course of reading rather than English if their reading ability score is at the third grade level. In addition, the educational cooperative program is designed for the dropout students.

BIBLIOGRAPHY

- Appalachia Educational Laboratory. "Employer-Based Career Education Summary." Charleston, W.Va.: Appalachia Educational Laboratory, 1974.
- Apstein, Barbara. "Dangers of Credit by Examination." The Educational Forum 39 (1975): 354, 356-358.
- Arpin, Harold T. "Apprenticeship, Vocational Education and CETA." The Wisconsin Vocational Educator 2 (1978): 3-4.
- Barton, Paul E. "Odyssey of The Transition from School to Work." Washington, D.C.: National Manpower Institute, The Center for Education and Work, 1978.
- Bodin, Merle W. "Manpower Legislation -- Past, Present, and Future." The Wisconsin Vocational Educator 2 (1978): 5-7.
- Bruner, Jerome. "Continuity of Learning." Saturday Review of Education. March (1973).
- Coleman, Gerry. "Introducing CETA." The Wisconsin Vocational Educator 2 (1978): 1-2.
- Coleman, James. "Differences Between Experiential and Classroom Learning," Experiential Learning, edited by Morris Keaton and Associates. San Francisco: Josey-Bass Publishers, 1976.
- David, Lloyd. The New Bedford Adult Diploma Program. Brighton, Massachusetts: Continuing Education Institute, Inc., 1978.
- Dewey, John. Experience and Education. New York, New York: Collier Books, 1963.
- Egan, Christine. "The Ten O'Clock Scholar: Alternative Ways to Earn College Credit." Occupational Outlook Quarterly 21 (1977): 2-13.
- Erickson, Erik H. Childhood and Society, Ed. 2. New York: W.W. Norton, 1963.
- Fine, Sidney. "Use of the DOT to Estimate Educational Investment." Journal of Human Resources Summer (1968): 363-376.
- Frankel, Steve, et al. Case Studies of Fifty Representative Work Education Programs. Santa Monica, CA: Systems Development Corporation, 1973.
- Gallagher, Dennis. "The Work Education Exchange: A Progress Report." The Work Education Exchange 2 (1978): 1-2.

- Graham, Richard A. "Youth and Experiential Learning." Youth: The Seventy-Fourth Yearbook of the National Society for the Study of Education, Part I. edited by Robert J. Havighurst and Philip H. Dreyer. Chicago: The University of Chicago Press (1975): 161-193.
- Graham, Richard A. "Youthwork Projects Having to do with Academic Credit for Work Experience." Washington, D.C.: Youthwork, Inc., 1978.
- Huff, Sheila. "Credentialing by Tests or by Degrees: Title VII of The Civil Rights Act and Griggs vs. Duke Power Company." Harvard Educational Review 44 (1974): 246-269.
- Havighurst, Robert J. "Objectives for Youth Development." Youth: The Seventy-Fourth Yearbook of the National Society for the Study of Education, Part I. edited by Robert J. Havighurst and Philip H. Dreyer. Chicago: The University of Chicago Press (1975): 87-92.
- Jacobson, Neal. "CETA Programs at Fox Valley Technical Institute." The Wisconsin Vocational Educator 2 (1978): 10.
- Jordon, Vernon E., Jr., "Black Youth: The Endangered Generation." Ebony 33 (1978).
- Knapp, Joan and Sharon, Amiel T. A Compendium of Assessment Techniques. Columbia, Maryland: Cooperative Assessment of Experiential Learning, 1975.
- Maryland State Department of Education, Guide for Statewide Implementation, Annapolis, Maryland: Project Basic Office, Maryland State Department of Education, 1978.
- Massachusetts Advisory Council on Education, Handbook of Management Standards, Boston, Massachusetts: Massachusetts Advisory Council on Education, 1975.
- National Association of Secondary School Principals, Graduation Requirements, Reston, Virginia: National Association of Secondary School Principals, 1975.
- National Association of Secondary School Principals, Twenty-five Action - Learning Schools, Reston, Virginia: National Association of Secondary School Principals, 1974.
- National Manpower Institute, The Center for Education and Work. "Community Education-Work Council and CETA-School Collaboration Under YEDPA." Washington, D.C., 1978.
- National Manpower Institute, The Center for Education and Work. "Comprehensive Employment and Training Amendments of 1978 -- A Status Report." Washington, D.C., September 1978.

- National Manpower Institute, The Center for Education and Work.
"The Skills Training Improvement Program (STIP)." Washington,
D.C., 1978.
- National Manpower Institute. The Work Education Consortium: An
Inventory of Projects in Progress. Washington, D.C.: Nation-
al Manpower Institute, April 1978.
- New York, The University of the State of New York, The State
Education Department. Guide for Awarding Academic Credit
under the Youth Employment and Demonstration Projects Act.
Albany, New York: The State Education Dept., February 1978.
- Nickse, Ruth. Unpublished paper for the National Institute of
Education, Washington, D.C.: 1977.
- Pitts, Albert. "Youth Training Programs in the Racine Unified
School District." The Wisconsin Vocational Educator 2 (1978):
11-13.
- Pratzner, Frank C. "Job Analysis: Key to Program Artic-
ulation." Educational Technology March (1979): 30-34.
- Turcin, Thomas C. "MATC Skill Center." The Wisconsin Vocational
Educator 2 (1978): 8-9.
- U.S. Congress, 95th Congress, 2nd Session (1978). "The Compre-
hensive Employment and Training Act Amendments of 1978."
Public Law 95-1765.
- U.S. Department of Health, Education, and Welfare, Office of Edu-
cation, Division of Adult Education, Connections for Compe-
tency-Based Adult High School Diploma Programs and Projects,
August 1978.
- U.S. Department of Health, Education, and Welfare, National Insti-
tute of Education. Implications for Education of Occupational
Competency Assessment: Technical Proposal, RFP NIE-R-78-0008.
Columbus, Ohio: The National Center for Research in Vocational
Education, The Ohio State University Research Foundation,
March, 1978.
- U.S. Department of Labor, Bureau of Labor Statistics, Monthly
Labor Review, (October, 1978).
- U.S. Department of Labor. CETA and Youth: Programs for Cities,
99-3-0006-025. Youth Services Staff of the National League
of Cities and U.S. Conference of Mayors, 1977.

- U.S. Department of Labor, Employment and Training Administration. Business Involvement in CETA--The STIP Experience. Washington, D.C.: McClure-Lundberg Associates, 1978.
- U.S. Department of Labor, Employment and Training Administration, Office of Youth Programs. A Planning Charter for the Youth Employment and Demonstration Projects Act of 1977. Washington, D.C., 1977.
- U.S. Department of Labor, Employment and Training Administration, Directives Control. "Prime Sponsor Address Listing." Washington, D.C., 1978.
- U.S. Department of Labor, Employment and Training Administration, Office of Youth Programs. The Awarding of Academic Credit Under the Youth Employment and Demonstration Projects Act of 1977. Washington, D.C.: November 1977.
- U.S. Department of Labor, Employment and Training Administration, Youth Programs Task Force. Youth Incentive Entitlement Pilot Projects: Application Guidelines for CETA Prime Sponsors. Washington, D.C.: September 2, 1977.
- U.S. Department of Labor, Manpower Administration. A Study of the Effectiveness of Selected Out-of-School Neighborhood Youth Corps Programs, A Study of Selected NYC-1 Projects. Washington, D.C.: 1971.
- U.S. Department of Labor, Office of the Secretary. Federal Register. vol. 42, no. 180, part VI, September 16, 1977.
- U.S. National Commission for Manpower Policy. An Assessment of CETA: Third Annual Report, no. 7, May 1978.
- Venn, Grant. "Work Experience and Learning," Learning: An Overview and Update, edited by Kenneth H. Hansen. San Diego, California: Chief State School Officers, Summer Institute, 1976.
- Walthers, Regis. The Measurement of Work Relevant Attitudes, A Report on the Development of a Measuring Instrument. Washington, D.C.: U.S. Department of Labor, Manpower Administration, 1970.
- Willingham, Warren W. Principles of Good Practice in Assessing Experiential Learning. Columbia, Maryland: Cooperative Assessment of Experiential Learning, 1977.

Willingham, Warren W. and Geisinger, Kurt F. "Developing an Operational Model for Assessing Experiential Learning," Implementing a Program for Assessing Experiential Learning, edited by Warren Willingham and Hadley Nesbitt. Columbia, Maryland: Cooperative Assessment of Experiential Learning, 1976.

Wirtz, Willard. The Boundless Resource. Washington, D.C.: The New Republic Book Company, Inc., 1975.

Work in America Institute, Inc. Policy Considerations for Employers in Work Exploration and Experience Programs: Key Findings and Policy Recommendations. Scarsdale, New York: Work in America Institute, Inc., August 1978.

Yamamoto, Kaoru. "Some Comments on 'Dangers of Credit by Examination.'" The Educational Forum 39 (1975): 355, 358-361.